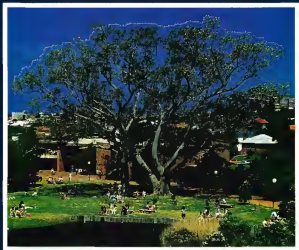




UNIVERSITY OF **Wollongong**



An illustrated history
by Josie Castle

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UNIVERSITY OF WOLLONGONG



Arms of the University

The principal elements incorporated in
the arms of the University are the blue of the sea,
the gold of the sand and the red of the Illawarra flame tree.
The open book often used for educational institutions is also included.
The blazon is: Azure an open book proper bound gold
on a chief wavy on three cinquefoils gules

AN ILLUSTRATED HISTORY 1951 – 1991



WRITING a history of one's own workplace is difficult but rewarding. Being a player is a decided advantage, although it doesn't reduce the slog of tracing documents and pictures (and their captions) and pin-pointing events. Like any history, the *Illustrated History* is selective and thematic. It seeks to provide an interpretive view of the University and to suggest answers as to why it was founded and how it came to be the organisation it is today. The context of explanation is the evolution of tertiary education in Australia since 1945, and the shaping policies of federal and state governments. Material came from manuscript and printed sources and from past and present members of the University community, who willingly gave interviews providing insights into such issues as autonomy, academic development and organisational modes.

Josie Castle



Vice-Chancellor of the University of New South Wales during the period of separation was Philip (later Sir Philip) Baxter

The University of Wollongong began in 1951 as the Wollongong Division of the New South Wales University of Technology. For Australia this university of technology was a departure from traditional tertiary teaching in its dedication to the applied sciences and in its efforts to be a state-wide university with country feeder colleges. Its establishment was the state government's positive and innovative response to the serious deficiencies in technical education revealed by the demands of war and the needs of the flourishing post-war metals industries. The New South Wales State Labor Government and its advisers from industry were committed to increasing the supply of engineers, metallurgists and chemists. An essential element of this plan was the establishment of University Divisions in the steel and mining towns of Wollongong, Newcastle and Broken Hill.



FORTY YEARS AGO A DIVISIONAL OUTPOST

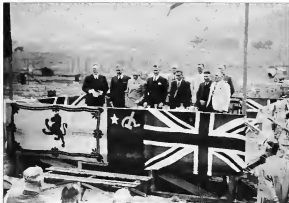
From these limited beginnings the University of Wollongong has developed into a full University offering a wide range of courses outside the technologies and recruiting students both nationally and internationally. Forty years ago the steel industry needed engineers and metallurgists above all else. Now this need has lessened but there is increased demand for people with Arts and Commerce degrees and in new areas such as Informatics. There remains a nucleus of students under sponsorship in the applied scientific courses, but businesses and the community are also interested in training economists, accountants and managers, and the majority of students no longer has a connection with the steel works. Since the late Sixties national demand for graduates with training in Arts, Commerce, Medicine and Law has grown vigorously, keeping pace with the growth of tertiary sector employment since 1945. The university has diversified its research and scholarship and now offers a wide range of subjects to students originating in locations as far apart as Sydney, Hong Kong, Malaysia, Indonesia and the USA.

Progress has been dramatic. Forty years ago staff at a divisional outpost prepared undergraduates in diploma and degree conversion courses. Honours students transferred to the parent university. There were very few post-graduates. Staff were mainly junior, conducting teaching and research with proportionately fewer amenities and less money than were available in metropolitan univer-

sities. Today with senior staff and a wide range of undergraduate and post-graduate courses the University holds a respected place in the corpus of Australian universities. Its Vice-Chancellor chairs the Australian Vice-Chancellor's Committee, the most senior consultative body for universities in Australia, making the University of Wollongong a significant element in shaping national policy on tertiary education.

Vice-Chancellor of the University of Wollongong today and the architect of its period of maximum growth, Professor Ken McKinlay





At the laying of the foundation stone of the Mechanical Engineering Trades Workshop of the new Wollongong Technical College on Saturday 19 December 1942. The opening ceremony was carried out by the Hon Clive Esvelt KC, then Minister for Education. The building was part of a plan for a complete new college and a new high school. With Clive Esvelt on the draped dais are T Howard (principal of the WTC), W Davies and H Foxes (MLAs), Alderman F B McMahon (Mayor), Alderman J W Lee, P Roddell (Superintendent Technical Education), H J Suen, F M Mathews and A S Hoskies

THREE INTERACTING FORCES

IN 40 years Wollongong University has grown from a provincial feeder college with 300 students to an international university with 9000. During these four decades of growth the structure and function of the university has changed beyond the recognition of its founders. This history seeks to show how the transformation came about. Why did a small-scale technical outpost grow into an autonomous university of distinctive character very different from the supplier of industrial experts envisaged by the Heffron Labor Government and Philip Baxter, first Vice-

Chancellor of the New South Wales University of Technology? The explanation is to be found in the interaction of three forces.

First was the creation in 1962 of a new corporate entity, the Wollongong University College (WUC). Almost immediately its staff and students developed a collective 'will' which did not always accord with the parent's wishes for its offspring.

Second, Wollongong's desire to be independent was reinforced by demography. The city of Wollongong was the regional centre of the largest population growth in Australia between 1947 and 1981. Moreover it was located on the south-western edge of Sydney, the area of Sydney's largest

population growth after 1945. The post-war baby boom caused an acute shortage of teachers and faculties of Arts and Science everywhere found their numbers increased by students bonded to the State education departments. These pressures ensured for Wollongong University College a steady area of growth in the sixties.

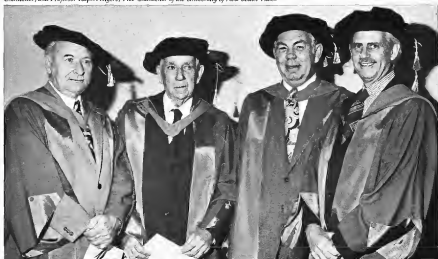
Third, the aspirations of Wollongong University College found unintended support in the growing presence of a federal bureaucracy in higher education, increasingly this dominated the state bureaucracy which created Wollongong. The State Government's plans could be over-ridden, if College staff could persuade the Australian Universities Commission that the long-

term national interests of higher education were best served by having an autonomous regional university in Wollongong. Then the attempt to keep Wollongong as a regional feeder college was bound to fail. The authority of the Federal Government was increasingly backed by its control of the purse strings. Federal funding developed strongly after the acceptance of

the Murray Report in 1957 and the Martin Report of 1964. These reports provided the legitimisation and the framework for post-war developments in tertiary education. In the post-war years the Federal Government capitalised on the superior financial powers which it had acquired from the states through the war-time Uniform Tax Acts. Under post-war reconstruction and

as part of a commitment to economic growth central to its Keynesian economic policies, the government assumed a wider range of social and economic functions. All western governments committed exponentially larger amounts to education in the post-war years. In the OECD countries there was a recognition of the need for graduates to operate the

It took 34 years after the ceremony depicted on the facing page for the University to award its first honorary Doctor of Science degrees. Recipients were, from left, Professor C A M Gray, former Warden of the Wollongong University College, Sir Robert Webber, Mr David Parry, former Deputy Chancellor, and Professor Rupert Myers, Vice-Chancellor of the University of New South Wales





Where it began: the Technical College Building at Gladstone Avenue, Coniston. Built in 1928, it soon proved inadequate to house trades courses and the growing University Division

increasingly complex industries and services of sophisticated industrial societies. Australia, implied the Murray Committee, must follow suit, since '...Russia, the United States and the United Kingdom have all been making tremendous provision for several decades...'. The report made no simplistic linkage of education with economic growth, although this position was not inconsistent with the prevailing commitment to full employment. The Martin Committee however made the link explicit: 'economic development in Australia is dependent upon a high and advancing level of education'.

The Murray Report expressed a faith in liberal humanist education, the need for universities to provide '...not merely a technical or specialist training but a full and true education, befitting a free man and the citizen of a free country... a preparation for a vigorous life in a free society...'. The references to Russia and to the free society were part of a cold-war mentality, a western paranoia later exacerbated by the Russian Sputnik, which testified to the superiority of Russian scientific education. Australian governments were not immune to this paranoia, one result was to prompt more expenditure and intervention beyond the universities to secondary schools. In 1957 the Menzies' Government funded special grants for science laboratories in both the private and public secondary systems.

The Menzies' Government accepted the recommendations of the Murray Committee that the Commonwealth should become the chief financier of university education, despite the enormous expenditure that this would entail. Henceforward the Commonwealth was to match the States' grants to universities, pound for pound, in both capital and recurrent expenditure. Thus in 1957 States' grants amounted to £7.2m, the Commonwealth gave £4.2m. In 1963 the proportions were reversed, the States giving £20.7m and the Commonwealth £24m. The report also recommended the creation of an authority to administer and co-ordinate expenditure on universities and in July 1959 the Commonwealth Government established the Australian Universities' Commission (AUC).

The Martin Report of 1964 confirmed federal dominance of universities, but

reviewed other aspects of post-secondary education not covered by the Murray Report, that is, the advanced education and the technical and further education sectors. It reiterated a guiding principle of Murray's committee that '...higher education should be available to all citizens according to their inclination and capacity'. Unlimited access meant higher costs but these could be contained if some higher education were provided in colleges of advanced education offering a wider variety of vocationally orientated courses and taught by staff who would not have the same opportunities for research as staff in universities. Then a high degree of access at acceptable cost could be guaranteed for students not wanting the type of course provided in universities.

Colleges of Advanced Education – the Binary System

Thus the major policy recommendation of the Martin Report was the inauguration of the binary system by the establishment of the colleges of advanced education. At the same time, however, the committee recommended that the number of universities should increase from ten to 16.

In theory, advanced education was to differ from university education in providing essentially vocational courses of more direct relevance to employers. This theory rested on the twin assumptions that liberal and vocational education could be separated and that universities did not provide vocational training. The former is questionable and the latter is false; universities provide



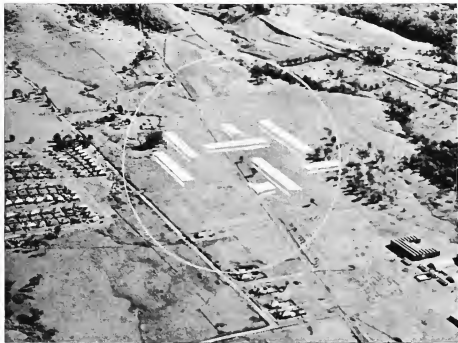
Mr Laurie Dfior, then University Archivist, with Mr O'Leary, where the O'Leary's corn paddock once was. Mr O'Leary presented important records to the University archives

vocational training, but in prestigious areas like medicine and law. The advanced education sector was to train in newer and less prestigious vocations of direct relevance to the business world. In practice of course the lines could not be so finely drawn and both universities and colleges offered for example courses in accountancy and management. For the next two decades the relationship between the two sectors and their different excellences and shortcomings increasingly consumed bureaucratic attention.

Recognising the interconnectedness of all forms of post-secondary education, the Martin Report recommended the creation of a single federal authority to oversee them, a Tertiary Education



Below, Young Laurie O'Leary with his horses in the corn paddock



An aerial shot of the area, taken probably in 1958, on which the planned University College buildings are indicated



Orange Grove Farmhouse just before its demolition in 1961. The site was to be occupied by the Administrative Centre of the new Teachers College. This became part of the University in 1981. The Centre is now the Education Building



Commission. Although this has now become the ruling orthodoxy, in the form of the unified national system, the Tertiary Education Commission (TEC) was not formed until June 1977 and the immediate administrative result of the Martin Report was the presence of three separate federal bodies dealing with universities, colleges of advanced education and technical education. It was 1968 before the creation of the Department of Education, Employment and Training made the unified national system a bureaucratic reality and ended the binary system.

Independent staff spirit emerges

As noted earlier, soon after the foundation of the College the staff exhibited the first signs of an independent spirit, asking for better resources for teaching and objecting when these were not always provided.

Their chief executive officer, the Warden, Professor C A M Gray, pressed these claims with Philip Baxter, Vice-Chancellor of the parent university. Baxter was not always able to accede to them and may well have been taken aback by the strength of local demands for Arts and Commerce courses continually stressed by the local newspapers, members of parliament and the Illawarra branch of the Teachers' Federation.

There was a consensus that the parents of the region should be able to send their sons and daughters to a regional university providing vocational training of a non-technical kind. Baxter acknowledged their needs in June 1960 when he accepted on behalf of the University of New South Wales £50,000 collected by the Lord Mayoral Appeal Fund for the foundation of the University College. He detailed the courses to be offered by the new college, basically engineering and metallurgy, but Arts and Commerce were soon to be added.



His Excellency The Right Honourable Viscount de L'Isle, Governor-General of Australia, officially opened the University College on 1 March 1962



The campus as it was (looking west) in 1963. From the left the buildings are Metallurgy, Engineering and Administration

In Wollongong the manager of the steel-works, Mr Gus Parish, urged the addition of Arts and Commerce when his company made its donation to the proposed College at the start of the public appeal.

There was not, in Wollongong, a person like Bishop de Witt of Newcastle, who pressed for the addition of Arts at the University College there because as he said, that was the faculty to make it a 'proper' university. But most Arts and Commerce staff of the College, who began to arrive after 1964, shared the Bishop's concept of propriety and opposed that vision of their institution as a technical feeder college in perpetuity. Their opposition to it was summed up in the demand for autonomy. Thus early was the Baxterian model under threat.

Baxter's ideological commitment

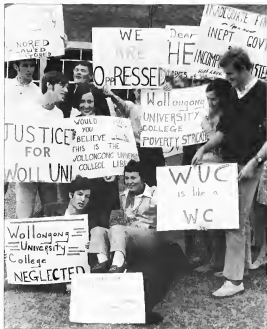
Baxter's opposition to the Wollongong staff flowed from his commitment to the idea of a multi-campus State university; that is the UNSW (in 1958 the New South Wales University of Technology became the University of New South Wales) centrally located, offering degree and diploma courses which would also be available at country 'feeder colleges'. College staff were mainly junior and responsible to their seniors at UNSW, in both academic and administrative affairs. Baxter argued that these arrangements produced substantial economies of scale and made the benefits of a university education available to country people in the most economical

form. This was the case he presented to the University council and it is possible to argue that for Baxter, cost was not the sole consideration, the loss of Wollongong would be the end of his vision of a state-wide university. In fact he believed that: '...University education in New South Wales would be better administered if all five universities were combined under a single strong central administration with appropriate levels of academic autonomy at each centre. This would not only save much administrative expense but [also]... the nonsense over matriculation with which this State has been afflicted in recent times.' (Baxter to Pettingell 11 December 1967)

If cost alone be considered then small universities are more expensive, on average 20 per cent more than the Australian mean in 1978. In 1978 L M Birt and R F Stewart assessed recurrent expenditure per EFTS (equivalent full-time student) in all Australian universities. The average cost per student was \$4,338; at Wollongong the figure was \$4560 the lowest of the small universities, almost as low as the University of Western Australia and cheaper than the University of Adelaide (both were classed as large universities).

At the time of this survey Wollongong had 2195 EFTS. When it achieved autonomy it had about 1400 EFTS, roughly the same as Griffith, the smallest university in 1978 with 1539 EFTS. But Griffith was not the most expensive; on the scale it ranked third out of six. Intermediate-size universities were only a fraction cheaper on their average costs.

Baxter's point about costs was probably correct but only eight of the 18 universities in the survey passed the cost test. Clearly



Unrest at the University of New South Wales, restriction on funding of the Wollongong University College in the 1966 to 1968 period gave rise to vigorous student protest

in the case of universities other considerations are more important.

Since 1951 the University has grown by almost 1000 per cent. But quantity does not tell the whole story. Qualitative changes have been as important. There is a quantum shift in capabilities from a small technical college preparing students for the first two years of a degree-conversion course or for a diploma, to a full-scale university with a range of post-graduate awards. The extent and the pace of development were in large part determined by the general growth of tertiary education in post-war Australia, but regional imperatives produced important variations.

Until 1962 completing a degree meant a transfer to Kensington

The earliest academic structures were based on subordination to the University of New South Wales at Kensington, which supplied the curriculum and the senior staff (*in absentia*). A predominantly junior staff taught the Kensington courses and administered their exams. Would-be metallurgists and engineers recruited by the steelworks enrolled for the Associateship of the Sydney Technical College (ASTC) which was taught under the 1949 Act by UNSW. With the Associateship or Diploma completed the more ambitious students could elect to convert to a degree which, before 1962, meant a transfer to UNSW at Broadway or Kensington in Sydney, for two years. This was a slow and costly business; for the more able students the steelworks provided scholarships. (Two current members of



F M Mathews, who was to play a highly significant role in the evolution of the University when he was Chief Engineer of AIG&S and President of the Technical Education District Committee

staff, Professor Peter Arnold and Associate Professor Bob Wheway won these scholarships, completing honours degrees at Kensington and post-graduate qualifications at WUC.)

For a few years this arrangement worked reasonably well, but increasing numbers of students enrolling for the university courses in Wollongong strained the resources of the University Division there; at the same time numbers in the trades courses increased so that the facilities shared with the Wollongong Technical College at Gladstone Avenue were overstressed. The solution in 1962 was the building of a separate University College to satisfy

the increased demand for university courses and to free Technical College resources to cater for the ever-growing numbers of trainees in the trades.

Until 1962 the demand for University education rested entirely on the expansion of the steelworks and its seemingly inexhaustible demand for engineers, metallurgists and other technologists. In those years the steel industry and related enterprises grew rapidly. The economy boomed, feeding demand for highly educated personnel and producing rapid and largely unplanned growth in all sectors.

Until the publication of the Murray Report in 1957 the responses of both government and industry remained largely unco-ordinated and under-funded.

The Murray Report came at a time when technical education in the Illawarra had reached a crisis. The overworked technical sector could no longer serve as a base for university courses and fulfil its obligations to train for the trades. The Technical Education District Council, chaired by F M Mathews (who was also on the Council of the UNSW and therefore mindful of its interests in Wollongong), produced a report



The University College in November 1964 took part in the South Coast Industries Fair. Associate Professor Colin Kiernan is on the right of the picture



Looking west in September 1964. The Science and Metallurgy buildings are on the left, Engineering in the background and Administration on the right



First stage of the Union building (looking west), also in 1964

in 1958 advocating the establishment of a separate University College. Mathews was aware that the parent university had asked the Murray Committee to recommend funds for this project.

Mayoral appeal to public raises \$50,000

As it turned out the committee thought the money would be better spent at Newcastle so Wollongong got nothing. UNSW immediately set about soliciting donations for a College from local industry. In 1959 Lysaghts, BHP, the Electrolytic Refining & Smelting Co., Australian Iron & Steel and Metal Manufactures between them donated £138,000 for university buildings at Northfields Avenue, North Wollongong.

UNSW was required to implement the complete building program or the money would be withdrawn.

By early 1960 the Mayoral Appeal had raised a further £50,000. In the end Kensington received matched grants of £185,000 from the State and Federal governments. With the original building plan reduced by nearly half (largely by the omission of the lecture theatre), Kensington was able to proceed. In June, A F Little began building on the former O'Leary dairy farm.

Thus the College began because of an independent decision of the UNSW combined with local initiative, but the act of foundation was to be one of the last in which the University and the State government could act without prior federal blessing. Henceforth the Universities' Commission was to overshadow the states.

Later, the Wollongong Staff Association, in its pursuit of autonomy, exploited this federal dominance, appealing to Malcolm Fraser, Federal Minister for Education and Science, and lobbying John Gorton, the Prime Minister and former holder of that portfolio.

University's origins based on technical education

It is significant that a university presence in the Illawarra region owes its origins to technical education. The men in the photograph on page 4 were all concerned with the needs of the technical system, severely strained by wartime exigency. One is F M Mathews, Chief Engineer of A&S, and President of the Technical Education

District Committee (as it then was). He was there because his company was concerned about the supply of skilled labour and recognised that Mathews had a commitment to education, which could be as valuable to the company as his engineering skills. Thus in 1939, as AIE&S nominee to the Committee, he began 30 years' service to education in the district and the State of New South Wales.

Engineering Trades Workshop – a Mathews initiative

The foundation stone of the new engineering trades workshop on land partly donated by AIE&S was the first of many Mathews' initiatives. A Technical College was to follow and beside it a High School. Twenty years later, across the highway, a University College began, owing much to the work of Mathews and his committee in documenting the pressing educational needs of the district and keeping these needs constantly before the State Government.

Also on the platform was Clive Evatt, Minister for Education in the Labor government which founded the controversial University of New South Wales, parent of Wollongong's College. Mathews here began a long association with State governments resulting in his nomination in 1947 to the Development Council of the University of Technology (from 1958, the University of New South Wales) and thence to its Council (1949–1981). He was appointed to the Wollongong University College Advisory Committee in 1962,



Graduation day 13 May 1966. The ceremony was held out of doors in uncomfortable heat, a feature of the open-air ceremonies of the Sixties

serving until his departure from the district in 1968. He continued thereafter, as a member of Kensington's Council, to influence policy on Wollongong by virtue of his local knowledge and his links with industry and BHP.

Industry was the motive force in the establishment of the University of NSW and hence of the Wollongong University College. In 1949 half the professional engineers surveyed by the Institution of Engineers (IEA) Australia had neither a

degree nor a technical college diploma. This was partly due to the nature of the courses offered; mainly in Mechanical, Civil, and Electrical, for which demand was considerable. But industry also needed graduates in Mining, Communications, Metallurgy and Chemical Engineering, which were not widely available in Australian universities and technical colleges (whose awards in any case were often not recognised). The existing Universities were overloaded in the traditional areas and were not in a position to introduce



Library 1963, located on the ground floor of the original Administration Building

or expand courses without substantial extra funding. Technical colleges were by their nature unable to devote time to research or offer post-graduate courses. 'Consequently, as the Institution noted, 'both students and the industries involved have suffered from failure to apply fully the knowledge and discoveries of science in these particular fields'.

The Institution of Engineers and the leaders of industry were unanimous that electronics firms could no longer afford to depend on graduates trained as electrical power engineers; nor should mining companies have to rely on Mechanical and Electrical graduates: '...our textile industries, our glass, sugar and rubber



Chemistry research, 1964

manufacturers all need graduates trained in different ways from that normally given to science and engineering students at our universities. Courses of university standard are required with an award recognized by academic institutions and by industry, but planned differently from the traditional university courses and more thoroughly than many of our technical college diploma courses...research and the possibility of...higher degrees are most important in attracting the best students and ensuring the fullest application of scientific knowledge to industrial development,' (H J Brown Professor of Electrical Engineering, New South Wales Institute of Technology (NSWUT), 'Trends in higher technological education' *Journal of the Institution of Engineers*, Vol. 21, No. 9, 1949, p 151).

It merely remained for the Institution of Engineers and industry to persuade the State Government that intervention must follow. The Labor premier, J B Heffron,

headed an administration anxious to demonstrate to manufacturing interests that a Labor Government could be as useful to their interests as a conservative one. Moreover sections of the labour movement believed that creating a university of technology would broaden access to university education for the working class by providing them with more 'useful, vocational degrees'. Thus Helfron could implement Labor policy and please employers at the same time. The University of Technology at Kensington was the result.

The first University buildings, a science and engineering block, were originally to be built on the Technical College site at North Wollongong, a plan which emphasises the nexus between Technical and University education in the Illawarra. In 1957 the Council of the University of New South Wales shelved this plan because of lack of funds, resolving at the same time that future buildings for its Wollongong division would be across the way at Northfields Avenue, where the State Government had bought a large acreage for educational purposes.

The Governor-General, Lord de L'Isle, performed the opening ceremony on 1 March 1962 and the College welcomed on its new site the first students, numbering 308, all male and all enrolled for Engineering, Metallurgy or Science degrees; 97 per cent were part-time students working for local industry by day. They were taught by a male staff of 16 and one female tutor.

The next ten years changed this initial profile completely. By 1972 students numbered 1481; almost 20 per cent were female which made the Wollongong



Fluid Mechanics laboratory, 1964. In the picture are, from left, Ken McLenn, Associate Professor in Electrical Engineering, now retired; Associate Professor Bill Upfold, also retired, Maria Boland, formerly Administration, and Ted Drayton, Technical Officer and Engineering student in the Department of Civil and Mining Engineering

student population more masculine than the national profile, which was 32 per cent female. Forty per cent of the Wollongong students were enrolled in Arts. Those studying part-time had declined to 53 per cent of the student body. There were six female and 88 male members of staff. These major changes were very largely the result of the introduction of Arts and Commerce courses in 1964.

The Warden, Professor Gray, was an engineer and had founded the School of Engineering at the University of Malaysia, an especially appropriate background for

administering a college dedicated to Engineering and Metallurgy. He nonetheless saw that growth in student numbers must come from sources other than the technologies. The growth rate in such courses slowed after 1960 and these students could not be guaranteed to build up the college at a rapid rate. In 1962 and 1963 he surveyed local high schools to assess demand and in 1964 the first Arts and Commerce students were enrolled: 68 in Arts, 17 in Commerce. In just two years, enrolments in these courses rose rapidly to be one-third of the total; by 1975 they made up 55 per cent of enrolment.



Opening of the Union building on 6 June 1965 by Sir Ian McLennan, Chairman of BHP. On his left are the Chancellor of the University of New South Wales, Mr Justice Clancy, and the Warden Professor CAM Gray. At the lectern is FM Methuen, Chief Engineer at AIBS, Councillor of the University of New South Wales and a member of the University College Advisory Committee

The College years

The College years – 1962 to 1975 – were dominated by the relationship with the UNSW. After 1965 this centred on the struggle for autonomy. For the parent university the concept was the source of major conflict both at Kensington and with its satellites at Wollongong and Newcastle. Yet the UNSW itself began in a dependent

state, under the control of the Public Service Board. Within two years some of its professors were demanding to be free of the Board's surveillance. Between 1967 and 1968 Newcastle's demands for autonomy were a constant public irritant to Baxter as, indeed, were Wollongong's after 1966.

The campaign for autonomy at Wollongong began in October 1966 with the

disclosure that the long-awaited Arts/Commerce/Science Building would not be built. Academic staff, including the Warden, were unanimous in deploring the decision. The Students' Union organised a bus-load of protesters to visit Parliament House. The national press ran the story to the irritation of the Kensington authorities.

But by mid 1967 the original unity among the staff had disappeared. The Warden asked the Staff Association executive to abandon its efforts, since Baxter had stressed his opposition to autonomy and his exasperation with the Warden's own support of it. A majority of the Association chose to proceed. The president and secretary resigned and a new executive took up the campaign. The Warden was now isolated from Kensington and from many of his staff.

The demand for autonomy arose because of qualitative and quantitative changes in staff and students. Between 1962 and 1966 staff numbers increased by nearly 100 per cent and students by nearly 200 per cent. Arguably both groups had reached a kind of critical mass or point at which a consciousness could be achieved of themselves as groups with rights to proper working and learning conditions. This consciousness was facilitated by the diversification of subject areas into Arts and Commerce and the increase of staff in the pure sciences.

Among the recruits were staff with experience in active organisation elsewhere. Ken Ausburn had first-hand experience with the Newcastle autonomy campaign. John Steinke's years in the US Public Service were an asset. Allan Healy's experience in

Aerial view of the campus in 1968.

Buildings are

<i>Metallurgy</i>	1
<i>Foundry</i>	2
<i>Civil Engineering</i>	3
<i>Engineering</i>	4
<i>Garage</i>	5
<i>Engineering Workshops</i>	6
<i>Thermodynamics Laboratory</i>	7
<i>Administration</i>	8



the British colonial service benefited the cause. Jim Hagan had organised trainee teachers for the militant New South Wales Teacher's Federation. With others, they devoted their energies to the campaign for five years, working mainly through the Staff Association, since the dispute was about the working conditions of members. But it was also about the idea of a University. Part of the task of the Staff Association was to promote the work of universities and preserve their independence and integrity. Autonomy was a means to this end.

The campaign provided staff with the opportunity to air their views about the ideal university. There was a range of ideas, which fell between two major and opposite positions. At one extreme was the idea of the university as an ivory tower, divorced

from society and pursuing pure knowledge for its own sake. At the other was the idea of the university as the servant of business and industry, with the state as mediator by virtue of its control of the purse strings. Vigorous advocacy of these ideas and their variants generated conflict. The question of autonomy for the College forced these views into sharp relief.

The ensuing struggle drained scarce resources of time and energy. It aroused instincts of democracy in those of hitherto hierarchical and conservative bent and emphasised in yet more radical directions the tendencies of confirmed democrats. The normal desire of academic staff to be self-governing, to participate in shaping and implementing policy, was thwarted by the colonial status of the College. Once

autonomy was achieved these instincts proved difficult to quell, producing what was for some administrators an over insistence on democracy.

This insistence on democracy informed deliberations and negotiations in the interregnum between the announcement of the day of independence and the day itself, the period between April 1970 and 1 January 1975. The emphasis arose because of the deprivations — both real and imagined — of the colonial condition. This led to a rejection of most of the Kensington structures.

The analogy of the colony is apt. The college was remote from the centre of government. Resources were scarce, rationed by the imperial power, placing academi depart-



Aerial picture taken in 1970 showing all five educational institutions, the partial realisation of E M Mathews' vision of an educational complex at this North Wollongong site. In the foreground are Keira and Wollongong High Schools, immediately behind is the Technical College; across the freeway is the University College, beyond and to the right is the Teachers College. In the far left-hand corner is Gleniffer Brae, now the home of the Conservatorium of Music. Only a public library is lacking to complete Mathews' dream.

ments in permanent and often bitter competition. For most sub-professional staff at Kensington, Wollongong was also remote. Conversely, by 1969, the Professorial Board there fiercely resented the amount of time they were forced to devote to the affairs of the College. A paper prepared in December by Professor Blatt for Council argued for Wollongong's immediate autonomy, further strengthening the conviction of the new Vice-Chancellor of UNSW, Rupert

Myers, that the college should have its independence.

Duncan Brown, who came from Kensington in 1974 as foundation Professor of Biology, remembers that up there most people (those not in senior executive positions) never thought of Wollongong; this was perhaps the main cause of grievance. He identified, too, a persistent colonial inferiority complex, which took years to dissipate.

A hangover from these years of dependency was an insistence on participatory democracy in all academic structures devised for the autonomous university. Michael Burt reminiscing in 1981 commented that he found to be widespread:

'... A view that the right way to run a University was through wide consultation and the involvement of all in the decision-making process, a feeling deriving in part from the nature of the staff themselves, in part from the atmosphere of an industrial and in some senses, a company, town and in part I think from the kind of over-reaction that occurs in colonial situations where whatever the outgoing imperial power did is often seen as wrong.'

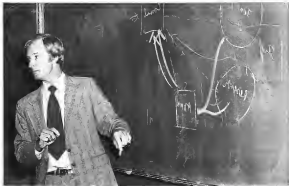
Independence promised for 1975

The State Government's announcement in April 1970 that Wollongong would be independent in 1975 was followed by the University of Wollongong Act of December 1972. This included provisions for the appointment of a Vice-Chancellor; the post was advertised early in 1973.

It was widely accepted in the College that the new post was unlikely to go to the Warden despite the precedents established at Armadale and Newcastle. Since 1966 the Warden had been a somewhat isolated figure both at Wollongong and at Kensington. He was well known for the uncompromising expression of his views and the vigour with which he fought for the rights of the College at Kensington, neither of these endeared him to the administration of UNSW.

The composition of the selection committee was decided by the Council of UNSW. It was chaired by Sir John Crawford, Vice-Chancellor of the Australian National University. A stalwart of the campaign for autonomy, John Steinke was also on the committee. In June 1973 Professor Michael Birt was named Vice-Chancellor Designate. In November he assumed from Professor Gray responsibility for the running of the College.

Professor Birt was, except for his youth (41 on appointment as Vice-Chancellor-designate), a Vice-Chancellor of the traditional type. He was a successful academic, Foundation Professor of Biochemistry at the ANU. He was known for his research on blowflies (which earned him the sobriquet 'Blowfly Birt'). He was versed in the ways of a university of traditional type and his



Above: Vice-Chancellor Professor Michael Birt addresses academic staff about his new academic and administrative structures. He is seen below left with the Registrar Ron Stewart and Professor A Willis, Pro Vice-Chancellor of the University of New South Wales. Below right Professor Birt assists the University's first and only Chancellor, the Hon Mr Justice Hope, into his Chancellor's gown. Wearing academic dress at the left is Sir Roden Cutler, Governor of New South Wales



was the kind of background to confer legitimacy upon the new institution. He was a scientist, yet sympathetic to the humanities; he had informed views about the nature of universities (there was a persistent rumour on campus that he always carried with him a copy of Newman's *Idea of a University*).

Michael Birt was prepared to canvass new ideas about structure. He laboured long over the introduction of a common first year; though the project was defeated, it forced many staff to think through their ideas on education. He was patient with staff still suffering from the frustrations of dependency. He was quick to appreciate the importance of building up the library, perhaps the most spectacular relic of past deprivations. He also backed the setting up of a medical school at Wollongong, as a source of growth and prestige. It was a project whose failure is still a matter of regret to him many years later.

Interim Academic Senate

The Interim Academic Senate of 1973 was an elected body of 18, only seven of whom were professors (this guaranteed exclusion for many of the professoriate). The only ex-officio member was the Vice-Chancellor. The Senate became the key management body of the university, a considerable burden, even in a small university, and it became known for its exhaustive and exhausting deliberations. Although Council was the supreme governing body to which Senate recommended, since Senate's academic recommendations were by custom not rejected, it was there that many of the important decisions were made. But the Senate was unable to free



Looking in this 1973 picture like a Fort Knox in miniature, Stage 1 of the Library during the University's early period came under a good deal of criticism from students for the inadequacy of its resources. The cartoon below is reprinted from Campus News





Last meeting of Wollongong University College Council 1974. From left members are: Brian Gillett, Edgar Beale, Frank Mathews, William McCarthy, Colin Kierman, John Ellis, Robert Pearson, Michael Birt, Rupert Myers, David Parry, Chalice Moldrich, Ron Stewart, A Willis, Ian Young, K Duncan, W B Baggess, Tony Nutt, student representative, and Bernie Doyle

itself from sectional interests and pressures, despite the fact that this was the assumption on which its elected character rested. Opposition to the manner of its constitution began at its inception and it was replaced in 1977 by a Senate whose membership was largely ex-officio. It became a quasi-professional board.

When the Interim Academic Senate took over from the old Board of Studies in December 1973, it became at once a testing ground for a wide variety of conflicting views about the shape and structure of the independent university. Reflecting the pervasive spirit of democracy in the College, the Council itself had a high proportion of elected members and of academic staff. Senate and Council were closely modelled on the structures at

Macquarie, Sydney's new and innovative university.

In September 1974 the Interim Senate recommended the introduction of five faculties. These replaced the divisions which had begun with Engineering and Science in 1962. Between 1968 and 1974 the structure had expanded to six divisions: Engineering and Metallurgy, Biological and Chemical Science, Physical Science, Commerce, Languages and General Studies, and Social Sciences. The new faculty structure regrouped several departments. Maths became a separate faculty; the Faculty of Science was formed by uniting the divisions of Physical and Biological and Chemical Science. The Division of Commerce was absorbed into the Faculty of Social Science and a Faculty

of Humanities was created by grouping the new departments of French and Philosophy with History, English and the History and Philosophy of Science.

The new structures reflected the changed nature of the University. The majority of the student body was concentrated in the faculties of Humanities and Social Sciences, in line with national trends. They also in part illustrate the regional role of the University of Wollongong. Its numbers had expanded in the Sixties by catering to strong local demand, first for education in engineering and metallurgy and then for education in the Arts and Commerce courses which were the foundation for careers in secondary school teaching and accountancy, and for new jobs in the public sector.



College Interim Council, 1974. In the back row, from left, are Bill Burgess, AIBS, Ken Duncan, BHP, Austin Kaine, Professor of Mathematics, Waikerie Pike, Teachers College, Brian Smith, Professor of Electrical Engineering, Bill McGrath, Teachers College, Brian Gillett, Department of Education, Bruce Hillier, ENT Surgeon, Bernie Doyle, AI Centre, Berry, Bob Pearson, MM; in the front row are Ian Young, Department of Education, Tony Nutt, SRC, Michael Burt, Vice-Chancellor, Dave Perry, Chairman, Edgar Basle, Solicitor, Robyn Hutton, Teacher, and John Doherty, KCC

During the Seventies the college began to attract students from Sydney, especially its southern suburbs. The initiative came from the new college secretary (later Registrar), Ron Stewart, whose contacts with the Metropolitan Universities and Colleges Admission Centre meant that Wollongong was listed as an option for matriculants from 1971 onward. The 1985 Student Profile showed that 47 per cent of students came from outside the Illawarra, 30.5 per cent

from Sydney. Of this latter portion 12.4 per cent were from Sydney's southern suburbs, the remaining 18.1 per cent were listed as other Sydney, which suggests that the notion of the University as serving only a specific geographical region was becoming less tenable.

The Illawarra population has a high proportion of immigrants. Between 1945 and 1971 the proportion of those born overseas reached almost 30 per cent, the highest in

Australia. This had declined to 24.5 per cent by 1985, but the Student Profile (1985) showed that the proportion of students enrolled at the University and born overseas was higher, at 29 per cent of total enrolment, the excess over the figure for the overseas born in the region being attributable to the growth in enrolments of foreign students, especially from Asia.

The largest non-English-speaking ethnic group in the Illawarra being the Italians,

the teaching of Italian received strong local support when it began in 1978. The establishment of a Centre for Multi-cultural Studies in 1978 was also sound policy for a University seeking to establish a regional presence.

It was perhaps unfortunate for Wollongong that it became independent in January 1975, the year that the Whitlam Government rejected the Sixth Report of the AUC and suspended the triennial system of funding. Academic growth slowed and building programs were cut back. At the same time the Government's action was influenced by the Borrie report on population (1974) which revealed that

numbers in the age group 18 to 25, those most likely to enrol at universities, would grow only slowly in the next 20 years.

The years of economic boom were over

But the main reason for changed government policy was that the years of economic boom were over. The easy assumptions of Murray and Martin, that all those capable of tertiary education and wishing to enrol should be accommodated, were rejected. Since 1975 planning has been determined by funds rather than enrolments, that is, it has been driven from the supply side rather

than the demand side, as successive federal governments adjusted to more strained economic circumstances. Even interludes of stronger economic growth since 1975 have not altered this approach.

The new University's response to these threatening developments was positive. One way to compensate for declining numbers of students in the traditional age brackets was to draw students from older age groups. Wollongong led the way with its mature-age entry scheme, admitting older non-matriculated students on the basis of aptitude tests and essay-writing skills. There was pent-up local demand, especially among women, and the scheme

The first Senate, January 1975. Members, clockwise round table, are Ren Stewart, University Secretary (later Registrar), Jim Hagan, History, Brian Opie, English, Geoff Brinson, Metallurgy, Willis Charlton, Electrical Engineering, Ruth Church, Minute Secretary, Challice Moldrich, Alan Cook, Geology, John Ryan, Chairman, Professor of Accountancy, Brian Smith, Electrical Engineering, Michael Birt, Vice-Chancellor, John Porter, HPS, Jull Irving, Ken Blakey and John Struke, Economics, Noel Kewson, Metallurgy, Alex Clarke, Psychology



was immediately successful, bringing 51 students in 1975. Most of these students enrolled in Arts degrees (with a strong vocational orientation towards teaching and in the area of social work and Psychology).

Signs and portents not encouraging for Wollongong

The Williams Report of 1979 was not encouraging to universities and its recommendations on minimum sizes for viability were ominous for a university whose actual student numbers in 1979 were only 2813 and whose growth rate had been slow and erratic in the years since autonomy. Furthermore the Illawarra region was itself in trouble. By the early Eighties, according to Wilson and Keys (1984), the population surge of the Sixties had receded and the region was in the grip of '...rising levels of impoverishment, out-migration and social dislocation'. But, for the University, a partial solution was at hand, amalgamation with the former Wollongong Teachers' College, the single-purpose College of Advanced Education (CAE) on the neighbouring site.

In 1962 Wollongong Teachers' College, like the University, opened on the Northfields Avenue site; 158 student teachers attended the opening assembly at Keira Boys' High. The first lectures were held in the Technical College at North Wollongong. The Teachers' College moved to buildings on its own site in November 1962. It was another two years before all the buildings were finished and the College was officially opened in October 1965.



Professor Peter Rausch

This double beginning completed a large part of the vision of those like Mathews, who had urged since the Thirties that all the land on this North Wollongong site be set aside for educational uses. With two high schools and the Technical College the vision was then nearing fulfilment. The lease of Glennifer Brae for use by the Wollongong Conservatorium meant that the plan which Mathews presented in 1943 lacked only the public library to become the comprehensive educational centre which he had envisaged. Unfortunately the spatial unity of this cluster of educational activities was destroyed by the freeway dividing University and Teacher's Colleges from the high schools and the Technical College. But two of the post-secondary institutions were in effect on the one site, a fact which eased their later amalgamation.

The new Teachers College prepared students for general primary and junior secondary teaching, drawing students state-wide but mainly from the south coast and tablelands. In September 1971 it was designated a single-purpose CAE. In 1973 it changed its name to the Wollongong Institute of Education (WIE), after the Dougherty Report had recommended that it become part of the University as a separate institute within it.

Although the merger did not take place then, the name remained and with it other changes which gave the Institute a larger measure of independence from the Department of Education. The most important of these were the creation of its own academic board and a governing council constituted along lines similar to the university council. The establishment of this council as the governing body separated the training authority from the employing authority; students were no longer bound to the Department of Education.

When the merger finally took place in 1982 a large portion of the WIE was kept together and named the Institute sector, the rest of the University being referred to as the Faculty sector.

Affiliation

The affiliation was first mooted in 1970 as part of Wollongong's submission to the AUC for the 1973-1975 triennium. In 1971 the College Board of Studies resolved to support the idea in principle and set up a working party to investigate its implementation.

In 1973 the State Government established the Dougherty Committee which recommended merger to the State Minister for Education. Dougherty announced in October 1973 that the two institutions would be united in January 1975. In June 1974 this decision was rescinded. The AUC found the proposals academically unacceptable and notified its intention to withhold funding to any institution resulting from a merger. The State Government was not in a position to defy federal authority, nor to supply the funding, and reluctantly called off the deal.

But it was assumed by the State Minister for Education and by the administration of both the College and the Wollongong Institute of Education that the merger would eventually take place. The Minister instructed the College to proceed on the assumption that the adjoining sites would in the future be one and to plan accordingly. The development plan of 1975 incorporates the assumption. From 1975 there were joint University/Institute committees for site planning, the library and the drama hut. The new Pentagon lecture theatres were used by both University and Institute.

The University took part in the selection of a new Director for the Institute. The incoming director was chosen by a committee comprising the Vice-Chancellor, professors and academics from within and without the University, and was required to satisfy the criteria for the position of a professor of the University. Dr Peter Rozsach was selected for the position and was appointed a professor in June 1982. He became a Deputy Vice-Chancellor in early 1983. Two members of the Wollongong staff were appointed to the Institute Council.



A distinguished visitor to the University in August 1978 was Dame Joan Sutherland. She is accompanied here during a tour of the campus by Dr Madeleine Concetta, a Fellow of the University, Associate Professor Vincent Concetta of the Department of Languages and Professor Alex Clarke, then Deputy Vice-Chancellor and now retired



As the Eighties drew to a close, imaginative planning, design and leadership had combined to produce a campus par excellence. The structure on the left is the new Administration building opened in 1987. Details of the building and pictures of the opening ceremony appear on pages 32 and 33

In 1979 the Illawarra Regional Advisory Committee on Tertiary Education was established to work towards the co-ordination and integration of all post-secondary education in the region, as the Williams Report had recommended.

The Report also noted that neither the Institute nor the University was reaching its student load target and that neither was at a size where competition between the two could be sustained. In 1980 the University was about 150 student load below its funded target. The Institute's enrolments were declining: from 1000 in 1977 to 800 in 1980, reflecting the fall in the demand for teachers and the State Government's policy of cutting back on teacher education. In this context it was unsound to run overlapping programs such as in the Diplomas of Education and Multi-cultural Studies. Local demand for the development of diplomas and associate diplomas in business and

computing had also to be met without competing for the same students.

The University Council approved the Vice-Chancellor's proposal for amalgamation in October 1980. In April 1981 the Australian Government announced that the Institute must merge with the University or its funding would cease. Practical arrangements were left to the new Vice-Chancellor, Professor Ken McKinnon, who arrived in July 1981. Professor Birt departed to become the Vice-Chancellor of the UNSW. There is a nice irony in this transaction, the former colonial dependency now supplying the erstwhile imperial power with its chief executive officer.

There were staff on both campuses who resisted amalgamation. The Institute staff were fewer in number and some had fewer formal qualifications than staff at the University. Despite the amendment to the

University Act which guaranteed that no person would be formally disadvantaged by amalgamation there remained doubts and fears. On the University side there was perhaps a residue of academic snobbery expressed in various ways:

The subjects where you make a vase
The subject taught out on the grass
The subject Einstein wouldn't pass
They all shall equal be.
For everyone who feels inclined
Some part we undertake to find
We hope enough will have resigned
So all can equal be.
(Anon, Campus News, August 1982)

New bases for growth and survival

The merger formed the basis for growth and survival in the Eighties. It coincided with the arrival of a Vice-Chancellor whose background differed from those of other members of the Australian Vice-Chancellors Committee. Ken McKinnon was not cast in the traditional mould. He was not an academic steeped in the ways of department and faculty. He was a highly successful academic administrator who had skilfully chaired the Schools Commission. His experience with the Canberra bureaucracy and the Australian Government was a singular advantage at a time when Canberra was tightening its controls over universities and demanding efficiency while imposing accountability. His Canberra days enabled him to see what would be important in gaining Government support.

The merger with the Institute was advantageous to the University in two ways.

First it was in line with the policy of the Federal Government which favoured mergers as a means of achieving economies of scale and as being cost-saving and efficient. Successful compliance with federal policy was good for the University's status in Canberra and its national reputation.

Second, amalgamation enabled the University to achieve very high rates of growth compared with other universities in the early Eighties. The respectable rate of nine per cent achieved between 1981 and 1982 leaped to 45 per cent between 1982 and 1983 when numbers increased from 3271 to 4935 (student load). Some of this growth was achieved by the imaginative provision of new courses. Much of it stemmed from the successful merger with the Institute.

Why did amalgamation prove successful? Physical propensity was certainly a factor. Moreover, there had been close co-operation between Institute and University over the years since 1974. The Institute staff was not large (70 in all), which reduced the logistical problem of re-allocating them. Since 1975 the Institute's courses had been tightly controlled by the Higher Education Board of NSW, which denied any aspirations to become a multi-purpose CAE and confined it to providing training for primary teachers. The teacher educators were in the main transferred to the Faculty of Education (created at the end of 1984). Other Institute staff formed the nucleus of schools like Creative Arts, Human Movement and Industrial and Administrative Studies.



The tremendous growth of the Eighties is evident from this crowded latter-day picture of an after-graduation 'tea ceremony' on the lawn between the Union and the duckpond

These schools and departments could offer sub-degree courses at a time when there was strong national demand for them and when the government wished to fund these courses rather than degrees. This was in line with its new policy of directing resources to vocationally orientated programs as part of the drive to link education with training and reduce youth unemployment. With these courses Wollongong had the edge on its competitors. The CAEs were not well placed to anticipate demand since their courses required approval from the HEB and this could mean up to a year's delay. The University approved its own courses and could 'fast-track' in response to demand. Other

universities were not in a position to compete with such offerings since they had not, like Wollongong, merged with a CAE whose staff could provide a nucleus around which the new courses could be built.

In the Eighties Wollongong was able to anticipate demand and was flexible in meeting it. The Bachelor of Information Technology is an example of having a course on the books ahead of other institutions and of student demand. Health and Behavioural Sciences is another where an enterprising agreement with the local Area Health Authority enabled Wollongong to anticipate student demand. In the Eighties the Diploma in Physical Education



A new administrative structure was put in place during the Eighties. Its senior officers shown here are, from left, Mr Ken Bamber, Vice Principal (Administration), Professor Leuchlan Chapman, Pro Vice-Chancellor, Professor Ken McKinnon, Vice-Chancellor and Principal, Professor Iain Chubb, Deputy Vice-Chancellor, and Mr Jim Lengridge, Vice-Principal (Development)

attracted more students than the University could take and the diversification into sports medicine has been as successful. Another success is the recruitment of international students and the negotiation of exchange agreements with American universities including the prestigious University of North Carolina at Chapel Hill. The Vice-Chancellor has pushed 'marketing' in a way which might cause Cardinal Newman to turn in his grave but is arguably a tactic of survival in times of financial stringency for universities.

Soon after his arrival McKinnon consulted the Women's Action Group at some informal lunch-time meetings. This resulted in the establishment of an Affirmative Action Working Party to which

the Women's Action Group nominated two academic members and one from general staff. The Working Party recommended ways in which inequities could be redressed, for example, in the representation of women on university committees. It also recommended the establishment of the position of an EEO Co-ordinator so that Wollongong became the first University to appoint one, Elizabeth Johnson, in September 1983.

In 1990, in the face of intense competition from other universities, the university established a law faculty - a notable achievement on the eve of its 40th birthday.

DEVELOPMENT IN THE EIGHTIES

THE three forces which had shaped the University's development from the start interacted in a different pattern through the Eighties. In the Sixties the College developed a strong sense of identity and a determination to be independent, encouraged by a federal bureaucracy which was essentially benign. Local and national demographic trends favoured the new College. By the Eighties demographic trends were unfavourable and the Federal bureaucracy tough and demanding. The University responded to the challenges with innovative courses and administrative structures. The Vice-Chancellor reported on these developments throughout the Eighties, remarking each year on the University's ability to change and to anticipate federal demands. For this he must take a great deal of the credit.

The major developments of the Eighties are the establishment of the Illawarra Technology Centre, of the Centre for Technology and Social Change (TASC) and the joint venture with Nortel. All these enterprises signal a changed relationship between the University and the business world, very far from the ivory tower concept of a university. New academic creations like the Faculty of Informatics resulted from this altered vision. Health Sciences reflects the shift in the requirements of public-sector employment; the faculty was set up in close consultation with the local Area Health Authority.

The Illawarra Technology Corporation was formed from a loose federation of Unisadvice, the previous Illawarra Technology Centre, the Automation and

Engineering Applications Centre, the National Engineering Information Service and a number of self-supporting applied research centres and other semi-commercial activities.

In 1988 the University enrolled its first directly recruited full-fee paying students from abroad. There were 80 in all to add to the 600 overseas students already in the University. By the end of 1989 ten per cent of students were from overseas. Of these 400 were subsidised by the Australian government and 300 were in the full-fee paying group; 20 were American exchange or Study Abroad students, vanguard of an increasing number.

By 1986 Wollongong had grown to be a middle-size university as a result of its successful merger with the Institute. The new size forced changes to the academic and administrative structure which had been in place more or less since 1974. Then departments were the basic unit of administration but as these at that time numbered 21 they were too numerous to be the basis of management. This role passed to the faculties.

These were no longer to be mere co-ordinators of departmental activity, but managers in charge of the allocation and distribution of funds. Each faculty was headed by a Dean. The six deans, the Vice-Chancellor, his deputies and top administrative staff formed a senior executive. It is ironic that the structure resembled the model evolved at Kensington in its first decade and one which the former Wollongong College had rejected in 1973. A small newly independent College was more appropriately governed by direct methods, the new structure was more suited to a bigger university.



Demonstrating this aerial picture from the late Seventies is the Pentagon in its original orange livery. Also visible at the left middle ground is the Library, and behind it Building 19. To the right top is the Institute of Education, with the Greenery, and to the right the Gymnasium on the edges of the lawn now occupied by Building 36. Just visible, bottom left, is the old Union building and in the bottom right one of the original buildings housing Metallurgy. Between that and the Pentagon are the old Lecture Theatre, Computing Centre, Austin Keane Building and Building 18, Science. The small square structure in the right centre at the edge of the playing fields is the Drama Hut, now demolished. Much of the empty space evident here is now occupied by the General Store and the Printery

FANFARE FOR OPENING OF NEW ADMINISTRATION BUILDING



The opening ceremony was performed by Stuart West MP, the Member for Cusworth and Federal Minister for Housing and Construction. Among the 200 guests were members of the original Mayoral Appeal Committee established in 1959 to raise funds for a Wollongong university college



The Chancellor Mr Justice Hope, Vice-Chancellor Professor Ken McKinnon and Emeritus Professor Geoffrey Brinson see the presentation plaque and its base, donated by the long-serving members of the staff to the University

At the opening of the new Administration Building, a fanfare of trumpets was sounded from the upper storey by musicians from the School of Creative Arts





'The Embrace' is a wooden carving by Johann Hårespan, a retrenched steelworker who studied at the School of Creative Arts during his enforced retirement. Inspecting the work is Mr R Parry, chairman of the New South Wales Higher Education Board



Picture above shows the rear of the new Administration Building during the late stages of the work. And on the left is a 'Mercury' picture showing how such mature cotton palms happened to be there. they were replanted from a nearby corner of the campus

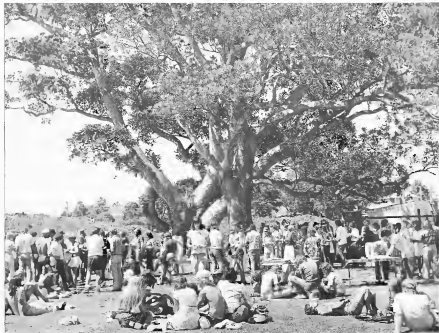
Below also among works of art in the new building is 'Balls on a Stand' by Bert Flagelman. Seen with it here is one of the University's first graduates, Dr R Radzisz



The Opening Ceremony

The new (and present) Administration Building was formally opened on 3 April 1987. It was built at a cost of \$3.9 million, funded by the Federal Government. Among those present were former and current Council members, ex-members of the Institute of Education, members of the City Council, Deans, Heads of departments, Fellows, Friends and Emeritus Professors, Members of Parliament and representatives of industry and commerce. At that time the University community included some 8000 students, 406 academic staff and 500 administrative and support staff.

STUDENTS 1951 - 1991



Focal point of the University and the campus community until August 1987, when it was uprooted in a gale, the 400-year-old Marston Bay figtree frames student activities in the first independent Orientation Week in 1975. Under its spreading branches were held the first public questions forums, after-graduation tea parties and lunchtime music from Bach to belting rock...

TOWARDS AN INDEPENDENT AND VIGOROUS IDENTITY

THE changing composition of the student population is an important part of the explanation for the growth towards an independent and vigorous identity for Wollongong University. The student body at Wollongong departed markedly from the national average for most of the years between 1951 and 1975. Thereafter it tends more and more towards the national profile. Its most distinctive feature before 1980 is the high proportion of part-time students.

Although the Australian university system has always had a large number of part-timers, until the mid-Eighties Wollongong always exceeded the national average of a third of total undergraduate enrolment. When in 1951 the national average for full-time reached its peak, the Wollongong Division had 100 per cent part-time enrolment.

As Anderson's study shows, the provision of part-time study is an effective means of access for students from less-wealthy backgrounds (the *Australian Universities' Review*, Vol 33, 1990). It is part of the explanation for the broader socio-economic mix of Wollongong students which lasted until the mid-1970s.

Between 1951 and 1964 students were mostly young, male and part-time. A majority took diploma courses offered through the Sydney Technical College and the UNSW. By the end of the Fifties they could take degree-conversion courses locally and, from 1962, could enrol directly for degrees in Engineering, Metallurgy and



In 1963 the five female undergraduates formed a women's students' association. Membership increased in 1964 when 43 women were enrolled. At that time it was almost unknown for women to enrol in Engineering courses. It was the mid-Seventies before Wollongong enrolled its first women students in Engineering.

Science. After 1962 all students took a compulsory humanities course (General Studies).

Male-female ratios

Arts and Commerce degrees were first offered in 1964. In the year before these courses were introduced only 1.9 per cent of the students were female – six of 308. Indeed, the first women graduates of WUIC were Bachelors of Science. They were Anna Baas and Judith Bubb. In 1964 women constituted nine per cent of the student body, rising to 18.6 per cent by 1970. But with the national figure at 25 per cent, the Wollongong student population was much more masculine than elsewhere. In 1991 men accounted for 52 and women 48 per

cent of total enrolment; this was closer to, but still more masculine than, the national figure which was almost 47 and 53 per cent respectively.

In 1970 for every eight male students, three were female. This was only slightly lower than at Kensington, where the ratio was seven to three. This figure covered all courses; in Arts alone the figure was one male to every three females. At Wollongong in 1991, 62 per cent of Arts enrolments were women; the national percentage was 68. At Wollongong however there were more women (66 per cent) studying Education than nationally (59 per cent). In 1991, 52 per cent of Wollongong Science students are women. The corresponding national figure is 39.

The sole preserve of men in 1962, Engineering in 1991 has women as seven per cent of its enrolment; close to the national figure of ten per cent

With the growth of Arts and Commerce the total number of female students increased. In 1975 they made up a quarter of the student body. By 1975 students from Arts and Commerce outnumbered those in the technical subjects, Engineering, Metallurgy and Science, the foundation disciplines and the University's original *raison d'être*. By 1991 Engineering students amount to 10.6 per cent of total enrolment, close to the nine per cent made up by Arts and Commerce students in 1964. In 1991 these students account for 33 per cent of the total enrolment. The remaining 57 per cent are now distributed among seven faculties.

In 1970 the Tertiary Education Research Centre at Kensington surveyed the Wollongong entrants for that year. Forty-five per cent of entrants gave their fathers' occupations as skilled, unskilled or service. The figure for Kensington was 27 per cent, which meant that a significantly higher proportion of Wollongong students were from middle- to low-income families. Relatively fewer students at Wollongong were from private schools. Wollongong students thus conformed in some degree to the socio-economic profile of the region from which they came. Only 17 per cent of Wollongong students had fathers in the professions, fewer than at Kensington, itself below the national figure.

Thus there was at Wollongong a higher proportion of students from working-class backgrounds than at any other Australian university. Of all faculties Engineering

students were least likely to have fathers in professional or managerial positions. The bias towards this discipline at both Kensington and Wollongong partly explains the socio-economic origins of their students.

But there were similarities. Wollongong and Kensington students had parallel results at matriculation. There was 'no evidence of poor academic background of students entering Wollongong'. Most students were young: the modal age of Wollongong freshers in 1970 was 18; 90 per cent of full-time and 63 per cent of part time students were 18 or younger. Kensington students were slightly older.

At Wollongong in 1985 students were older – 44 per cent were between 18 and 20. One third came from non-English-speaking backgrounds. (Figures are not available on the proportion of NESB students before 1985.) The numbers of students with fathers in professional or managerial occupations increased greatly between 1970 and 1985, rising to 34 per cent of the student body.

In 1985 the majority of students were apparently from relatively high socio-economic backgrounds, marking a significant change from the 1960s and 1970s. By 1985 only nine per cent of students were from families in which the major breadwinner was unskilled. In 1985 there was also a drop in the number of students on scholarships. Was university education, then, becoming more expensive and so less accessible to those from poorer backgrounds?

In the 1950s all students attended part-time. In 1962 the figure was 97 per cent, dropping to 70 per cent by 1969. By 1975 the figure was 48 per cent, dropping as low as 36 per cent in 1985. In 1990, 26 per cent of

With the introduction of Arts/Commerce courses, women students enrolling at Wollongong became for the first time a feature of campus life



students were part-time, so there has been a clear trend away from part-time study in the Eighties, a factor reflecting profound changes to the national labour market and employment in the Illawarra.

Since 1951 the proportion of local students has declined markedly. In the 1950s and 1960s almost all students were from Wollongong or its environs. But by 1990 just over 50 per cent were from the local area. To some extent this is a result of demography, the pool of those aged between 18 and 22, those most likely to enter higher education, is limited in size, further expansion of the University therefore meant recruitment from outside the region. Indeed, the University's own strategies reflected this policy as early as 1971 when the first Sydney students began to enrol at Wollongong. This was largely because of the College Secretary's foresight in registering the College with the Metropolitan Universities and Colleges Admissions Centre.

Students and authority

From the beginning, students behaved much like those in the metropolitan universities. In 1955, while part of the University Division at the Wollongong Technical College, they met to form a Students' Union at Wollongong, as a branch of the NSWUT. Their constitution was finally ratified in March 1956. The president was G Shakespeare, J Dunbar became secretary.

Relations between these students and the authorities at UNSW followed a pattern of resistance and frustration which was characteristic of the years before autonomy. Kensington insisted on the use of a title which incorporated reference to both the



Students during the early Seventies protest about cuts in TEAS funding. The TEAS equivalent today is, of course, AUSTUDY

UNSW and Wollongong. This made the name excessively long and cumbersome. In vain the locals protested. They were forced, upon letterhead and in correspondence with Kensington, to be the Wollongong Students' Union of the University of New South Wales. But privately and locally they were the Students' Union of Wollongong.

The Union began a new life at the University College, North Wollongong, in March

1962. It then took charge of the needs of the 308 students enrolled in Mechanical Engineering, Electrical Engineering, Metallurgy and Science. After the move to North Wollongong there was confusion over the names Students' Union and the University Union, which was not resolved until the students became the Students' Representative Council in 1970, leaving the word 'union' to the University Union. The Union was formed in 1963 and remains



Looking east from the present Union Road, extensions to the Union Building under construction in 1975. For many years the lawn served as a student gathering point. In later years it was much reduced by the Union's expansion. In the Eighties students converged around the figtree and duckpond

unusual today in that it is composed of both staff and students. This amalgam endures, largely because there has never been a separate Staff Club as in older, wealthier institutions. Negotiations for separate funding from the Federal Government, beginning in the Sixties, proved unsuccessful; joint funding for shared facilities has remained the most rational way to spread scarce resources.

'The Students' Union' getting the name right took years

When the College began life on its own campus there was no Union building and a students' room was set aside in the Administration building. In 1966, ten years after negotiations began, the Council of the

UNSW finally ratified a revised constitution and name – the Wollongong University College Students' Union: the name had been in local use for years. Such bureaucratic delays were commonplace for all sections of the College throughout the years of its dependency. But with autonomy in the offing it took only three months to become the Students' Representative Council (SRC) in March 1970.



Clubs were slow to evolve within the student community, largely because of the sparse numbers of full-time students. A chess club was formed in 1962

Slowly other groups of students began to affiliate with the Students' Union. The Car Club which was formed in 1966 in Technical College days was possibly the first special-interest group formed among the students. This club signifies rather nicely the nature of the student body for many years to come – male and technological. By the end of 1962 four more organisations had affiliated, these were the Hockey Club (the Warden had been a keen player and became patron), the Rugby Union Club (formed early in 1962 and the oldest sporting club on campus), the Student Christian Movement and the Chess Club.

The Students' Union greeted the newcomers of 1962 with an orientation handbook, but were apparently unable to produce another until 1965. Perhaps there was little to celebrate about life on campus. Moreover, the production of a student

newspaper is a load more easily carried by full-time students and there were only eight of these in 1962.

Until 1963 there was no catering service. Because of students' work commitments most classes were held in the evenings. A corporate sense was slow to emerge and apparent only at major gatherings such as Orientation Week, Open Day and Commemoration Day.

The enrolment of Arts and Commerce students meant qualitative changes in the student body. These students in the main were full-time, they numbered 140 in 1964 rising to 235 in 1965. Since they attended during the day they pressed for such amenities as playing fields, a canteen, bookshop, common room and function hall.

On the academic front these non-technical students very quickly became aware that

the college was set up to serve the needs of Science and Engineering students. The library became a focus for complaint, as its main holdings were, understandably, in the technical area. While books and journals are equally important to the sciences these disciplines had their laboratories and other equipment which to some extent could be funded from external sources. BHP was responsive to appeals for equipment, whereas Arts and Commerce had no external sources of support. A public book appeal was organised by the Warden when he began moves to establish the new Arts and Commerce courses in 1963. It was moderately successful, but the *South Coast Times* reported that a second appeal in 1967 raised only £312, of which \$100 came from a single source, local industry in the form of ER&S.

Until 1966 the Students' Union was very much a boys' club, the executive and members being largely from engineering. Its activities centred on sport and drinking – the cricket and rugby clubs and the 'boat races' or drinking contests. As female students began to enrol, the Union, in characteristic Sixties fashion, put on a Miss University Quest. The first woman on the executive was Barbara Hart, Secretary, in 1966. In 1968 Roberta Pepperday was Secretary, the first woman President was Helen Beacham in 1969.

The Union's social functions were mainly balls, two or three a year. This included the Foundation Ball and the Commem Ball. After the first graduation ceremony of March 1963 the Graduation Ball became an annual event. Commem Week began in September 1963. There was an adopted



Also in 1975 Orientation Week – thinking of Groggkolk and couriers

charity for which the students raised funds, but which also served as an excuse for various forms of extreme behaviour. Open Day began in 1962 and from 1963 there was a prize for the best stunt performed on this day. A parade of floats through the streets of Wollongong often marked Commem Week. In 1967 the Women Students' Association won the prize for the best float

Tertangala – the students' newspaper

Special issues of the student newspaper, *Tertangala* (the word is Aboriginal for smoke signal) marked Open Day and, after 1966, Commem Week. *Tertangala* was an important student enterprise. The paper



was modelled on Kensington's *Tharunka*, (an Aboriginal term meaning message stick).

The first four-page issue of *Tert* was produced by P Schwinsberg (editor), P Gluevchinsky and C Melton. It provided articles on the College, student activities and local issues for students and staff and 2000 visitors to Open Day. Until 1968 it appeared only sporadically. The quality varied from that of a reasonably professional publication with good newsprint to a badly typed, photocopied and stapled sheet. Printing jobs depended on the liquidity of the Union. They were done sometimes in house or, if funds permitted, put out to the *Illawarra Mercury*, *South Coast Times* or *Canberra Times*. Before 1968 the best-quality issues were prepared for Orientation, Commem and Open Day.

Tertangala is a useful guide to students and their preoccupations. Before 1967 it was non political, reporting the activities of the sporting clubs and other societies, comment on campus facilities and printing students' literary efforts. Social comment was minimal, confined mainly to nicknaming local industries such as AM&S, Awful Iron and Scrap.



In 1967 editorial policy changed, as the President of the Students' Union backed the autonomy campaign and criticised the Administration for its policies on this and other issues. There were articles critical of Australia's involvement in the Vietnam war. The swinging Sixties drugs-and-sex revolution began to influence the content and the tone of articles. It was then recognisably a student newspaper of the Sixties, though perhaps less sophisticated and more moderate in tone than its Sydney counterparts.

Wollongong students engaged in the same sorts of pranks and stunts as students elsewhere. Before Open Day 1962 a group added purple dye to the fountain of the Piccadilly Hotel. The incensed owners claimed compensation from the Warden, who refused any responsibility for the students' actions

At the Annual Ball held at the new Wollongong Town Hall in 1965, students disappeared with a set of valuable Tiki carvings. This made the *Mercury's* front page and the carvings were returned. The



Icon of the Labor Party, ex-Prime Minister Gough Whitlam, then Leader of the Opposition, acts as starter for a Wollongong students bed race in the mid Sixties

Mayor threatened to ban students from the Town Hall, but relented in time for the staging of the first Miss University Quest, judged by Professor Al Willis from Kensington, Frank Mathews and Mrs Gray. Afterwards, immoderate consumption of alcohol being an even more prominent feature of student life then than it is now, students staged a boat race. In 1968 the licensee of the North Wollongong Hotel, a regular staff and student watering hole, complained to the Warden about student behaviour. As the Sixties wore on mari-

juana tended to replace alcohol; and its side effects were less anti-social.

During Commem Week 1966 a female student was kidnapped (willingly), but her father complained to the Warden. The victim for 1968 was the singer Normie Rowe. His ransom raised funds for the charity nominated by the students.

In 1967 students concocted a story for the *Mercury* about a marijuana plantation on campus and drug parties in Sydney for Wollongong students. The police promised

to investigate and the administration was thoroughly displeased. Meanwhile 12 students wheeled a keg of beer in a pram from Sydney to raise money for charity, paralleling the Kensington students' scooter push from Melbourne to Sydney. Locals were outraged when students painted Wollongong lighthouse with red stripes so as to resemble a gigantic piece of Edinburgh or Brighton Rock. For Commem 1968, 20 students squeezed into a portable DMR toilet and raised \$300 for an ABSCHOL grant to an Aboriginal student.



Musical welcome for new students – February 1975

Support for staff in fight for autonomy

On more serious issues, students were concerned about the state of their own campus and supported the Staff Association's battle for autonomy. Uncompromising advocacy by Bill Parnell, a full-time Arts student who devoted a great deal of time to the cause, irritated Baxter so much that he attempted to prevent Parnell's re-enrolment in 1968. He was unsuccessful and the attempt earned valuable publicity for the cause and provided further public evidence of the high-handed behaviour of the Kensington administration.

In 1968 Roberta Peppercay, Secretary of the Students' Union, complained to Baxter

about the scarcity of teaching rooms at Wollongong. She referred the matter to John Bannon, president of the National Union of Australian University Students (NUAUS), who in turn lobbied Baxter. All this served to emphasise the Staff Association's complaints about Kensington's alleged misuse of funds intended for buildings at Wollongong, specifically the ACS (Arts, Commerce, Science) building. The Staff Association, in turn, supported students when the University Union and the Students' Union tried to ban the Labour Club from using the Union common room because of the Club's support for the Vietnam.

During the Sixties Wollongong students were politicised as, indeed, were students throughout the world. They were however more moderate than those at bigger metropolitan establishments. There was no Students For A Democratic Society at Wollongong and the campus was known for conservatism rather than radicalism. There were several reasons for this. The campus was very small; beginning with about 300 students there were just under 1000 by the end of the decade and of these only 320 were full-time. Part-time students rarely become activists – they simply do not have time and their commitment to a job endows them with a different perspective on society, a greater acceptance of the *status quo*.

Moreover, Engineering/Science students were notably absent from the ranks of student activists and they formed the biggest group at Wollongong until 1974. Activists among students tend to come from those enrolled in Arts and Commerce, a fact which the less-charitable critics

attribute to these courses being soft options, not requiring the time and effort demanded in the science-orientated courses. On the other hand, it could be argued that the humanities courses by their nature encourage discussion and debate which may encourage students to become activists. When these courses were first offered after 1964, there was a core of humanities students on the campus. Since many were full-time, conditions more favourable to the development of activism were established.

Their political concerns were initially parochial, reflecting dissatisfaction with local conditions. In April 1965 *Tertangala* printed an Autonomy song, at about the time the Staff Association first raised the issue among its members.

The first public student protest in October 1966 was also concerned with autonomy. Kensington axed the promised ACS building designed to relieve the acute space shortages on the campus. A busload of students converged on Parliament House in Macquarie Street, towing a coffin to represent the death of the College and demanding that the Government force Kensington to provide the building funds. This achieved wide coverage in the national press and brought Kensington's treatment of Wollongong to public attention.

In 1967 the Students' Union was heavily involved in the autonomy campaign. Its President, Bill Parnell, confronted Baxter on the 'missing' funds for the ACS building and the generally poor conditions at the College. He organised public forums like that of June 1967 to debate the autonomy

question at which Eric Ramsay, President of the South Coast Labour Council, condemned Kensington's continued refusal to grant autonomy. (For this speech Ramsay was eventually removed from the College's Advisory Council.)

Parnell arranged for the Prime Minister, John Gorton, to address the students in October, a visit to which Baxter was vigorously opposed. Parnell thus helped to make 1967 the most active year of a campaign which continued until 1970. Early in 1968, Baxter's attempt to deny him enrolment brought Parnell widespread support from all Australian students via NUAUS, which threatened a strike if the decision were not rescinded.

But Parnell's stance on wider issues was conservative. He did not support the Labour Club in its dispute with the University Union and his political sympathies did not lie with the Left, a fact which distinguished him from other student politicians of the swinging Sixties – or at least those at the larger universities. Their sympathies were more openly left-wing and they were united in their opposition to the war in Vietnam.

Nonetheless, Parnell probably represented general student opinion at Wollongong, where those of more radical disposition were in a decided minority. Parnell's successor in 1968, Ray Woods, was still more conservative and did not even take up local issues as pressing as the autonomy campaign.

The Labour Club affair illustrates very neatly the extremes of opinion then to be found on the Wollongong campus. The Club was formed in May 1967 on the model

of others on campuses all over Australia. Its President was Chris Fisher and its Secretary Wolf Rittau, who was also Secretary of the Students' Union. In September the Club voted to send aid to the National Liberation Front (NLF), the political arm of the Vietcong with whom Australia was officially at war. Conservatives construed any support for the Vietcong as treason.

Baxter demanded that the Warden discipline these students and prevent the Club from using the Union for its meeting. Parnell censured the Labour Club and tried to expel its executive from the Students' Union, even though the Club Secretary, Wolf Rittau, was also secretary of the Union. Mathews and Beale of the Union Board also censured the Club. The Staff Association condemned Baxter and Gray for interference in student politics and their denial of the right of free speech. The ban was eventually withdrawn.

As the Seventies wore on the students became less active. The autonomy issue was closed with the announcement in April 1970 that the College would be independent by the beginning of 1975. Students continued their protests about local shortcomings, which they attributed mainly to Kensington's financial stringency. The library was a major grievance. In March 1970 students staged an overnight sit-in there. As former Arts student Kerrie Ingold recalls, most joined in an all-night poker game which raised \$60 for the book fund.

The appointment in 1969 of a student representative (Helen Beacham, President of the Students' Union) to the first Wollongong University College Council, ensured

continuing student involvement in the establishment of the new academic structures and planning for an autonomous University.

In the new academic structures and reflecting the Australia-wide demand for participatory democracy, students were guaranteed representation on the chief university committees. In the Interim Academic Senate and the Senate as well as on departmental committees, the student vote could be crucial.

Students maintained a close interest in academic affairs. In 1976, Senate recommended the establishment of a Chair in the History and Philosophy of Science, which was endorsed by Council in 1977. But the position was not filled and when in 1978 a proposal to build a duckpond costing \$80,000 seemingly took priority, students occupied the site. Both duckpond and professor were installed in 1979.

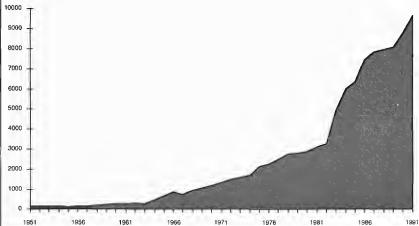
But the reconstitution of the Senate as a quasi-professorial board in 1977 reduced the importance of the students' input. It is also arguable that their material conditions were greatly improved, so that the impetus for action had been reduced. That social conscience displayed by a small minority of students (like those in the Labour Club) diminished further. In the Eighties radical political activity among the students was rare.

In the Nineties a spirit of anxious materialism prevails, dictated by economic recession and large-scale unemployment. Wollongong students conform closely to the national trend. Perhaps the expansion of access and the trend to more utilitarian curricula have wrought a corresponding change in the student body.



Students shouting "F... the ducks, we want HPS," and "Student control of student affairs," delayed work on the duckpond excavation in June 1978. Pictured are members of a radical group and a member of the SRC executive

Number of students enrolled at the University of Wollongong 1951-1991



ACADEMIC AND ADMINISTRATIVE DEVELOPMENTS 1951 - 1991

As we saw in an earlier section, staff at Wollongong taught and researched under a central authority some 80 kilometres distant and within structures devised for a much larger institution with a different faculty mix. During the Fifties, these structures had proved a source of friction at UNSW. It was not surprising that difficulties and tensions developed at Wollongong in the Sixties.

The UNSW was an experiment, a University of Technology, the first of its kind in Australia. From the Sydney Technical College it took over staff, courses and administrative practices. The Acting Director of the University, Arthur Denning, was a public servant, the Director of Technical Education in New South Wales. The Chancellor, Wallace Wurth, was Chairman of the NSW Public Service Board. These men saw nothing untoward in adopting the administrative practices of the New South Wales Public Service for the new university.

For its first two years the University administration was under the control of the Public Service Board, and professors, who were not public servants and who were directly employed by the University, found this irksome. Four professors petitioned Council for deliverance from the Board. Deliverance came in 1954, but with it a residue of precept and practice from the Public Service, enshrined in the 'blue book' or guide to administrative



Wallace Wurth

practices, which governed affairs in the divisions as well as at the centre. Staff who had served in older universities interpreted Public Service Regulations as, at worst, an infringement of academic freedom, at best as inappropriate to a university. Confronted with the 'blue book' some staff at Wollongong were similarly irked and their grievances were sharpened by the College's colonial status.

The proportion of time spent on teaching and research varies with the nature of the institution. When the Wollongong Division began it was mainly a teaching establishment. It was not primarily funded for research and conditions for staff and post-graduate students studying for higher degrees were harsh. Matters improved with the opening of the College, but time and equipment were still a problem. Those in the pure and applied sciences found

that their teaching loads and lack of funds combined to make research a heavy extra burden. Travelling to Kensington solved some problems, but exacted a heavy price in time and effort, as Geoff Brinson and Ken Ausburn recall. Later, in 1964, Arts and Commerce staff found the inadequacy of the library a major difficulty for teaching and research.

In December 1974, just before autonomy, the College had seen to completion 93 higher degrees. The 15 higher degrees awarded in 1974 were about six per cent of all awards made in that year. In 1990 higher degrees were about 14 per cent of awards. The increase was due to an emphasis on research begun in the early Eighties. Between 1983 and 1988 enrolments for PhDs more than doubled. A new Deputy Vice-Chancellor, Professor Ian Chubb, was appointed in 1986 with a specific brief to improve the University's research effort. The creation of a Board of Post-Graduate Studies and Research in 1986 was an important element in the improvement. By the end of the Eighties annual research funding was almost \$6 million dollars.

The wide range of subjects today offered at Wollongong University in a sense began with the technical and trades certificate courses first offered by the Wollongong Trades School in 1902. Those part-time courses, which provided training to workers in local industries such as lead and zinc smelting, coal mining and brick making, were the only tertiary subjects on offer in the Illawarra until 1936 when diploma courses in Mechanical Engineering and Metallurgy were introduced at Wollongong Technical College.

The Wollongong Technical College opened in 1928, at a time when the steel industry

at Port Kembla and other industries in the region were expanding. The depression was a temporary setback but in 1935 with recovery well established, A S Hoskins, manager of Al&S, and other executives of the region's metal industries, called for the Wollongong Technical College to offer technical diploma courses locally since the ASTC diploma was available only at Sydney Technical College.

The University Division at Wollongong Technical College

The WTC diploma courses introduced in 1936 were offered by the Department of Technical Education until late 1950 when the University of Technology (later NSWUT then UNSW) assumed responsibility for 20 professional diploma courses, including those at Wollongong. With this change the 171 students enrolled in diploma courses at WTC in 1951 became part of the Wollongong Division of the University of Technology. The Division was supervised by C A W Devitt, Principal of WTC. He retired at the end of 1960 and was replaced by Harry Corker.

The diploma course involved seven years part-time study. During the 1950s it was re-structured to integrate with the corresponding degree courses offered at the Sydney campuses. This made it possible by the end of the decade for a student, on completing the diploma at Wollongong, to enrol in a two-year bridging course to convert that diploma into a degree, usually a BSc (Technology). From 1951 diplomas were awarded by WTC, while degrees



Among distinguished guests at the graduation ceremony in May 1978 were the late historian Professor Manning Clark, middle, Professor Michael Bort, Wollongong's first Vice-Chancellor, left, and the University Chancellor, Mr Justice Hope

were awarded by UNSW at Kensington (and Broadway).

In 1951 the University Division contained four Schools – Applied Chemistry (which also included Metallurgy), Electrical Engineering, Mechanical Engineering, and Mathematics, with nine full-time lecturers and various part-time teachers from NSWUT, Sydney Technical College, local schools and industry. By 1956 the diploma courses on offer had increased to include Electrical, Mechanical, and Civil Engineering, Applied Chemistry, Metallurgy and Science, Applied Geology and Chemical Engineering were introduced in 1959,

followed by a Physics strand in 1960. By 1961 the Division had a staff of 14, 11 lecturers, three Senior lecturers and many part-time tutors.

Despite this increase in opportunities to study locally, gaining a diploma was not always easy as some courses could be completed only in Sydney. For example, in 1958 only five years of the Mechanical Engineering diploma course were available at Wollongong. The Metallurgy course, which had more students than any other similar course in Australia, was severely hampered by inadequate teaching and laboratory facilities. At the Wollongong



On 28 April 1978 the Founding Donors' memorial bench was unveiled on the University lawn, under the fig trees. Among those present many will be readily recognised by older members of staff and alumni – especially Lord Mayor Frank Arkell and University benefactor Ethel Hayton

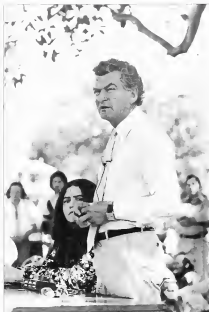
Technical College presentation night of 2 July 1958 Frank Mathews (Chief Engineer of Al&S and Chairman of the Wollongong Technical Education District Council) stressed the problems of running these diploma courses at Wollongong and maintaining them to the standard of the Associateship of the Sydney Technical College. He followed this up in a special report on the district's needs for technical education which, as outlined earlier, recommended the establishment of Wollongong University College.

Once this was accepted in 1959, diploma courses were phased out, to be replaced by the six year part-time BSc (Technology) in Mechanical Engineering, Electrical Engineering and Metallurgy, along with the BSc in Chemistry. Students would in future also be able to enrol locally for Masters and PhD degrees.

The local academic leadership of the University Division in the late Fifties was provided by two senior lecturers, Stan Bonamy (Mechanical Engineering) and Emery Gellert (Chemistry). Other long-standing members of staff at the Division included Tom Barnes and Frank Hall (Metallurgy), P Beckman, M C Steele, Austin Keane, J Carswell, H Borchhardt, B C Clancy, R Rudzats, AP Blake, AW Roberts, P Van der Werf and Bill Upfold.

Stan Bonamy, senior lecturer in Mechanical Engineering, was Officer-in-Charge of the move to North Wollongong. CAM Gray, though appointed Warden of WUC on 6 May 1961, did not arrive in Wollongong until late February the following year, and therefore had no link with the Wollongong Technical College period of the

Guest speaker at a Public Questions Forum entitled 'Trade Unionism' in October 1978 was Mr Bob Hawke, then president of the ACTU



University's development. The first woman member of staff was Colleen Robinson, a teaching fellow in Chemistry from 1961 to 1963. The numbers of female staff grew only slowly in the Sixties, although the foundation of Arts and Commerce departments raised their

numbers. By 1980 11 per cent of the academic staff were women, which was below the national average of 15 per cent. In 1990 24.2 per cent of the academic staff were women.

In the Fifties there were very few staff, only nine by 1959. With the imminent

creation of the college, numbers increased to 16 by 1961. By the end of 1962 there were approximately 28 academic staff at the College, including technical assistants. Until the appointment of the Warden there were no local professors. The Deans of the Faculty of Engineering at UNSW, Professors Al Willis and Ruper Myers, were responsible for academic development at Wollongong.

Wollongong University College

When the WUC opened on 1 March 1962 a variety of courses were on offer to local students carrying on from the Wollongong Technical College University Division, now enhanced and expanded. With the move to North Wollongong the old WTC 'School' structure was dropped and the new University College was divided into the two Divisions of Engineering and Science, offering degree courses in Mechanical and Electrical Engineering, Metallurgy, Mathematics, Chemistry and Physics. Initial stages of various courses such as Optometry, Ceramics, Naval Architecture, and even Medicine, were also offered at Wollongong in the early Sixties.

The Dean of the relevant faculty at UNSW had complete responsibility for staff selection, course development, examination setting and sometimes School budgets at Wollongong. In the early years Kensington saved substantial costs by not appointing local professors to do these jobs; indeed the expense of providing senior staff was one of Baxter's chief objections to granting autonomy.

Departments at Wollongong were usually headed by senior lecturers, some by

lecturers or even senior tutors as in History and Philosophy of Science in 1966. The practice of junior staff 'standing in' for professors and saving money for the UNSW became an industrial issue. The Staff Association argued strongly that departments should be founded from the level of Professor downwards in the interests of maintaining high standards and preventing exploitation. But there were few professorial appointments in the Sixties. The first professor was C A M Gray, appointed Professor of Civil Engineering in May 1961, as Warden of the College his main responsibilities were administrative.

The first professors appointed with purely academic responsibilities were Austin Keane (Mathematics) in 1964 and Ross Duncan (History) in 1966. By the end of 1970 there were eight professors, only three of whom were in Arts and Commerce. In the run-up to autonomy, the period between April 1970 and 1 January 1975, there were 11 more professorial appointments, six in Arts and Commerce, making nearly 50 per cent of the professoriate and matching the 55 per cent of students by then enrolled in these courses. But the sense of being an embattled minority died hard among Arts/Commerce staff and lingering suspicions made more difficult the task of building the autonomous university.

Academic developments in the college years were under the control of the UNSW Professorial Board and the Academic Committee of its Council. It was not until the WUC Academic Advisory Committee was formed in January 1965 that local academics had an opportunity to contribute to course development and a forum to argue for improved facilities.

Even so this committee was relatively powerless, as Kensington's Council could over-rule its recommendations as it did when the Warden sought to establish the John Dunmore Lang residential college at Wollongong.

But the real problems were not those of direct obstruction; they arose from the structural relationship itself. Between 1962 and 1968 there were so many committees responsible for academic development at WUC that the system was almost unworkable. For example, if a lecturer wished to introduce a new course a submission had to be prepared and presented to no fewer than ten committees for ratification. The path of such a proposal was as follows:

WUC Academic Advisory Committee
► WUC Advisory Committee ► UNSW Faculty Executive Committee ► UNSW Faculty Committee ► UNSW Wollongong Development Committee ► UNSW Professorial Board Executive Committee ► UNSW Professorial Board ► Academic Committee of Council ► Executive Committee of Council ► UNSW Council

That process took between six months and a year, if there were no opposition, and disillusioned many local staff. The lack of any academic representation for Wollongong on the UNSW Council was a disadvantage, though Wollongong professors were eligible to sit on the Professorial Board. Debate in such a distant forum solved few problems and in any case by the end of 1968 this body had come to resent the amount of time spent on Wollongong's affairs. Impatience as well as fairness probably converted the Kensington professoriate to the cause of Wollongong's autonomy.

The four Divisions of 1962 remained the basic academic administrative units until 1968. They were then subdivided and expanded into Engineering and Metallurgy; Biological and Chemical Sciences; Physical Sciences; Commerce; Language and General Studies; and Social Sciences.

Departments of Arts and Commerce, and General Studies were added in 1964. Geology was introduced in 1963 and Geography in 1966. UNSW had delayed the introduction of Geography at Wollongong, mainly because it did not offer such a course.

It was July 1968 before UNSW decided to grant Wollongong a greater degree of self-determination and replace the Advisory Committee with a Board of Studies. At the same time UNSW agreed to the establishment of a College Council, which first met in May 1969. The Board of Studies was in turn replaced by the Interim Academic Senate in December 1973, this body being the forerunner of the current Academic Senate.

During the Fifties and early Sixties local needs dictated that courses at Wollongong were offered only in science and engineering. But there also developed local demand for skills in accounting and management. In July 1960 A A Parish, manager of A&S, wrote to Vice-Chancellor Baxter seeking the introduction of a local Commerce degree. Then in September 1961, Rex Connor, MLA, raised the issue of the introduction of Arts and Commerce at the new University College. He did so with the knowledge that a local Teachers College would be created the next year. This College would stimulate demand for a Diploma of Education and associated secondary-level teacher-training courses.

Foundation Professor of Geography, and Dean of Students to the late Eighties, Murray Wilson takes a practical class in September 1977



UNSW itself acquired an Arts faculty only in 1960 at the behest of the Murray Committee which argued that an Arts faculty was necessary to convert the institution from a University of Technology, an 'engineers university', into a full university and one worthy to house the new Faculty of Medicine. But UNSW was wary of beginning these courses at Wollongong, even though humanities options should have been available for the Science/Engineering students when the college opened.

The issue of the introduction of humanities at WUC was left to lie until local agitation surfaced again in mid 1963, this time led by Warden Gray with support from local industry and schools. That campaign was successful in having Arts and Commerce introduced at the beginning of 1964, following which the number of students at the College increased dramatically throughout the rest of the decade.

For most of the Sixties WUC remained small, with few students compared with universities in Sydney. This was reflected in the first local graduation ceremony of 29 March 1963 when only 14 students gained awards: an MSc, a BSc and 12 BSc (Technology). Over the years the number of graduates slowly increased as did the variety of awards presented.

The first engineering Masters was conferred in 1965, and the first PhD the following year. In 1967 the first BA degrees were awarded and among them were the first women graduates. In association with the Teachers College, the College presented its first Diplomas in Education in 1970.

In 1975, at the last WUC graduation ceremony there were 264 awards, including five PhDs, ten Masters, 55 Diplomas, and 144 Bachelors. From then Wollongong degrees bore the crest of Wollongong University.



The library as it is in 1991. The completion of stage 3 provided much more space for volumes and serials and the introduction of a database access to information from many points on campus

The Library – growth, amalgamation and a slow down

The library is the intellectual centre of a university. For many academics its shortcomings and strengths are a guide to the quality of the university it serves. Carrying such a symbolic burden it is not surprising that for much of its history the library has been a focus for discontent and argument. In 1991 it is again at the centre of staff dissatisfaction

The library was founded in 1962 without an initial capital grant, a handicap which has proved difficult to overcome. The first 6000 volumes dealt with science and engineering, as befitted the library of a technical feeder college. Even after the

addition of Arts and Commerce, holdings in these areas increased only slowly and in 1968 amounted to only 35 per cent of total stock, compared with 75 per cent in the libraries of other new universities such as LaTrobe.

The library was first housed on the ground floor of the eastern end of the Administration Building (Building 8). In 1968 it provided seating for 70 students, only seven per cent of the student body, whereas the library at Townsville, a University College of similar size, could seat 30 per cent of its students. During this period the library was a branch of Kensington's. All acquisitions, all cataloguing and staff recruitment had to be done at Kensington. Delays and deprivation were inevitable.

Students in the 'colonial' period (1962 to 1975) suffered most. By any objective

measure Wollongong's library fared badly. During the campaign for autonomy the Staff Association showed that, in terms of volumes, Wollongong had fewer than half the number at La Trobe (in 1967 21,000 as compared with 45,000). New England had 200,000 volumes. Despite these very obvious deficiencies Wollongong's library vote for 1967 was only a quarter the size of the grants made to other fledgling universities. In 1967-68 it had 25 volumes per student compared with 47 at Townsville, 93 at the University of Kenya and 193 at the University of Keele, in England. The SRC organised Wollongong's first sit-in protest in March 1970 to publicise the shortcomings.

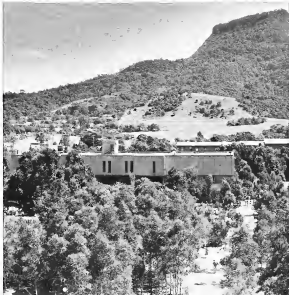
By 1971 the collection of 45,000 volumes and 900 journal volumes was in three separate locations, two inside Building 8 and the other in a demountable 100 metres away, a problem for those seeking to use the reference section with the general collection. Stage 1 of the present library opened in October 1971 but still provided space only for collections and reader service staff. Technical services staff stayed in Building 8, moving into Stage 2 of the library on its opening in 1976.

To prepare for autonomy in 1975, the AUC made its first-ever earmarked grant especially for the College library. The half-million-dollar grant came in three stages for 1976, 1977 and 1978. It enabled the library to increase its stock of 78,260 monographs and 32,680 serial volumes to 105,651 monographs and 46,684 serial volumes at the end of 1978. The University considered these figures still far too low and agreed to supplement the book vote from recurrent funds for a further three

years to 1981. It was unfortunate that the supplement ended at a time when book and serial costs began to increase at a greater rate than the Consumer Price Index. The inevitable result was a slowing down in the pace of growth of the collection.

Then, in 1982, amalgamation of the University and the Wollongong Institute of Education augmented the collection. The libraries were the first sections of the two institutions to be united. The first branch library was created when the Curriculum Resources Centre was set up to provide for the needs of student teachers within the School of Education. Between 1982 and 1986 increasing costs forced cancellation of over 500 serial subscriptions. Purchases of monographs also declined. In 1984 the library was again under fire, the local press alleging that it was among the poorest in Australian universities. In 1988 the opening of Stage 3 provided increased space, but with the creation of the law library in 1991 space again became inadequate.

Despite the increase in enrolments and courses very few new serials were acquired until 1989 when the use of revenues from international student fees and from library fines enabled the purchase of multiple texts and the acquisition of databases on compact discs.



The Library stages 1 and 2 seen against the background of mountain and rainforest

When the University of Wollongong library began in 1962, databases were virtually unknown. But for the past decade the role of a university library has been expanded to provide databases giving access to more and more information irrespective of format or geographic location. One of the benefits for staff and students is access to the computer catalogue from anywhere on campus linked to the network. But since most databases provide only citation and not full-text or graphic information, monographs and serials remain of first importance. Moreover, there are still today many members of university communities (staff as well as students) who lack the skills to make the best use of the new technology.

Archives

In 1968 Jim Hagan and Ross Duncan of the Department of History began a collection of source material which formed the basis of the University archives. Their object was to provide research material for future honours students. The collections were initially housed at K-Mart in Warrawong, and between 1974 and 1984, at Kenny Street car park, Wollongong. Archives has been a section of the main library since 1976. The bulk of records are today, however, housed in the Pentagon (Building 20).

Wollongong University

With autonomy assured for 1 January 1975 came the freedom to expand courses and plan new directions of academic development. The old Divisional structure was scrapped and faculties were introduced; the first five were Engineering, Science, Mathematics, Humanities and Social Sciences.



*Jim Hagan, Professor of History,
Dean of Arts and one of the
founders of Archives*

The improvements which paved the way for autonomy enabled the Humanities and Social Sciences to offer Honours courses for the first time. The lack of opportunity to study at Honours level had been a recurrent complaint of students since the mid-Sixties. Some Wollongong students had graduated with Honours but at the immense personal and practical cost of attending classes at Kensington for the extra year (or two years if studying part-time). The Department of History enrolled its first Honours students in 1976.

In 1974 departments of French and Sociology were founded, with the appointment of professors in each discipline. The Staff Association had always argued that this was the only way to establish departments. In 1975 Computing Science was founded and Lauchlan Chipman arrived as Foundation Professor of Philosophy. By the end of the year all existing departments, except History and Philosophy of Science, had professorial heads.



*In 1975 Lauchlan Chipman
arrived as Foundation Professor of
Philosophy*

Years of achievement

In 1980 there were 23 professors, in the decade to 1991 the number has more than doubled. In the same period student numbers more than trebled. The Eighties, despite economic recession and tougher government policies, have been years of very substantial achievements. From the early Eighties new courses were offered in several areas; in 1983 a Bachelor of Environmental Science, an Associate Diploma in Industrial Studies and a Diploma in Computers in Education. Some of these new developments were a direct result of the staff and courses inherited from the Institute. The School of Creative Arts was founded with a nucleus of people from the Institute and developed by the appointment of a professor in 1983. The Bachelor of Creative Arts was first offered in 1982. The course attracts students nationally and internationally, its holistic vision of the arts makes it unusual in Australia. A diploma in Nursing was



In a ceremony believed to be unique in academic history, three former Prime Ministers were honoured by the University in December 1989. The Prime Ministers, seen here flanked by the Chancellor on the left and the Vice-Chancellor on the right, were Mr Michael Somare, Mr Gough Whitlam and Sir John Gorton. Upon each of them was conferred the degree of Doctor of Letters (honoris causa)

available in 1985. This was another course which satisfied the increased government emphasis on vocational training. In 1983 two new research centres were established: Technology and Social Change and the Mining Research Centre. The former, TASC, as it became known, was the University's response to a world in which high technology increasingly held sway. The spread of computer technology to business and industry, not to mention education, had itself become big business. A new

ideology held that the new technology in creating wealth would create jobs. Yet advertisements declared that one computer was worth four or six secretarial staff. Computers transformed machining and assembly processes in manufacturing to new peaks of accuracy and productivity. Government agencies and governments themselves, entrepreneurs and managers were uncertain about the pace and direction of change. Out of their need for advice grew such organisations as TASC, which

advises governments, business and industry on strategies for coping with technological change.

In 1981 Uniadvise was established as a consulting division within the Friends of the University of Wollongong Ltd. In 1983 Uniadvise affiliated with the Australian Tertiary Consulting Companies Association. Uniadvise also became the formal channel for the outside work of the Computer Centre. In 1990 it was wound up and its assets and liabilities transferred



The Eighties saw four women professors installed on campus. They are, from left, Christine Egan, Health and Behavioural Sciences, Carla Fusaro, Education, Helen Gamble, Law, and Helen Cornwell, Chemistry

to the Illawarra Technology Corporation Limited (ITC). The Corporation is located on campus and is responsible to the University Council. It operates as a private enterprise consultancy, negotiating R&D programs for clients, undertaking contract research and arranging education and training programs.

In 1991 a new chair in Environmental Science was created by a grant from BHP of \$300,000 to be spread over three years. The establishment of the chair, it was felt, would enable the University to develop courses and research, and to establish stronger links with industry and community organisations in promoting increasingly effective approaches to environmental problems

Academic Structures

The main unit responsible for course development is the Academic Senate, acting on submissions and recommendations from departmental and faculty

committees. In 1977 the Senate became the equivalent of the UNSW Professorial Board, composed of departmental heads and *ex-officio* members such as the Vice-Chancellor.

By 1986 the size of the University prompted changes to the administrative structure. The faculties assumed more importance, first by the creation of Deans and then by the evolution of faculty control of its own budget for staffing and equipment. In 1991 a full devolution of the financial powers from the central administration was completed. Deans are part of the University's Senior Officer's Committee advising the Vice-Chancellor.

The steady development of courses throughout the Seventies prepared the University for its amalgamation in 1982 with the Institute of Education (formerly the Teachers College). This meant a much expanded Education faculty and the addition of non-traditional units such as the School of Creative Arts, Nursing,

Human Movement and Sport. By 1991 there were nine faculties: Arts, Commerce, Education, Engineering, Health and Behavioural Sciences, Informatics, Law, Science, and the Graduate Faculty. Within these faculties were 37 Departments, Schools, Units and Centres.

A far cry from the four schools and nine academic staff of 1951...

BUILDINGS AND SITE DEVELOPMENTS IN THE EIGHTIES



Completed in 1991 the General Science Building, shown here from an architectural 'rendering', houses the Faculty of Science, mainly teaching laboratories for Chemistry, Geology and Physics

THE greatest rate of progress in new buildings in the history of the University took place in the Eighties. Between 1981 and 1991 floorspace more than doubled, increasing from 30,000 square metres in 1981 to 80,000 in 1991.

It was during that decade that the site became a campus, unified, cohesive and, above all, attractive. Sensitive landscaping, and the creation of an inspired network of paved pathways linking buildings were the

keys to this transformation. It is true that no new buildings were started in the first three years of the 1980s. There was instead a good deal of cosmetic horticulture, consolidating the work of earlier years, integrating the Institute of Education buildings and enhancing the overall layout

In the decade to 1991 there were six new buildings on campus: Kooloobong stage 1 (1985), stage 2 (1986) and stage 3 (1989),

Engineering/Science (1986), Administration (1987), Illawarra Technology Centre (1991), General-purpose Academic (1991), General-purpose Science (1991).

A notable addition to the campus in 1990 was a 50-metre heated swimming pool.

Off-campus growth was achieved by the acquisition of student accommodation at Campus East and Weerona and, across Northfields Avenue, by the purchase of private houses for use as offices.



The General-purpose Academic Building, opened in 1991, it accommodates the Faculty of Commerce and, until 1994, the Faculty of Law. A 400-seat theatre, which may be used for lectures, music and drama, forms part of the building



The Chemistry laboratory in Science, Building 35, opened in 1986, set new standards of equipment and working conditions for Science and Engineering students



The only on-campus Hall of Residence, Kooloobong fulfils a need first expressed by the Warden, C A M Gray, in 1965

The Illawarra Technology Centre building was completed in 1991. ITC is the commercial and research arm of the University





The Illawarra's first 50-metre outdoor heated swimming pool was opened on campus in 1990. It has been used for training by the national swimming team.

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CHRONOLOGY

1928	Wollongong Trades School/Technical College opens at Gladstone Avenue	1960	Division of Engineering and Division of Science created
1935	Diploma courses introduced at Wollongong Technical College	1960-61	First buildings for WUC erected at Northfields Avenue site C A McGray appointed Warden in May 1961
1938	North Wollongong site chosen for future development of technical education facilities in Illawarra	1962	Wollongong University College opened on 1 March by Governor General Viscount de L'Isle Engineering and Science courses on offer Construction begins on Wollongong Teachers College buildings
1942	Foundation stone set for first building at North Wollongong Technical College	1963	First WUC graduation ceremony held on March 29
1947	F M Mathews becomes a member of the Development Council of the University of Technology	1964	Arts and Commerce and General Studies courses introduced WUC Staff Association formed Creation of University Union Martin Report establishes Binary System
1949	The Technical Education and New South Wales University of Technology Act is passed, creating campuses at Broadway and Kensington and providing for the establishment of country feeder colleges	1965	Union building opened by Sir Ian McLennan, General Manager of SHP Official opening of Wollongong Teachers College
1951	Wollongong Division of the New South Wales University of Technology created, enrolling 171 students in four schools, Applied Chemistry, Electrical Engineering, Mathematics and Mechanical Engineering	1966	First women graduate Controversy over funding of Arts, Commerce, Science building Students march on NSW Parliament in protest and the autonomy campaign begins in earnest Completion of extensions to Civil Engineering building
1952	Metallurgy introduced	1967	Formation of Sports Association Labour Club banned from using Union building Split in Staff Association
1953	F M Mathews proposes the establishment of a university and cultural complex at North Wollongong, alongside the Technical College, 245 acres bought at Northfields Avenue	1968	Divisions increase to six: Engineering and Metallurgy, Biological and Chemical Sciences, Physical Sciences, Commerce, Social Sciences, Language and General Studies Bill Parnell denied enrolment by Vice-Chancellor Baxter UNSW moves slowly towards autonomy for WUC Board of Studies created
1955	Students Union of the NSWUT (Wollongong) formed at Wollongong Technical College		
1957	Murray Report recommends increased funding for Universities		
1958	University of New South Wales Act passed, local push towards upgraded tertiary facilities for Illawarra, led by the Technical Education District Council and F M Mathews		
1959	Local industry donates £138,000 towards creation of a Wollongong University College (WUC), Lord Mayoral Appeal raises a further £30,000		

1969	WUC Council formed Professor Philip Baxter retires as Vice-Chancellor of UNSW, replaced by Professor Rupert Myers Protests over inadequacies of library facilities at WUC	1982	Amalgamation of Wollongong University with WIE
1970	Announcement of the granting of autonomy in 1975 Library sit-in protest Opening of Union Hall and ACS building	1983	Research Centres for Technology and Social Change and for Mining established Faculty of Commerce created Centre for the Arts becomes School of Creative Arts
1971	Library Stage 1 opened	1984	First Illawarra Technology Centre established Faculty of Education incorporates 'old' University faculties with previous School of Education; Construction begins on Science/Engineering building and on Kooloobong student/visitor residential complex
1972	Appointment of WUC Secretary and Bursar Dougherty Committee recommends merger of WUC with Wollongong Institute of Education (WIE); passage of University of Wollongong Bill Completion of Stage 1 of Science building	1985	University's tenth anniversary as an autonomous body Honorary Doctor of Letters conferred upon University's first Visitor, Sir Roden Cutler VC Award of Fellowship set up for recognition of outstanding service to community Bachelor of Applied Science (Human Movement), Diploma in Applied Science (Nursing) introduced Technology Centre opened Teaching Company Scheme introduced Kooloobong residential accommodation opened
1973	Michael Birt appointed Vice-Chancellor Designate Creation of Interim Academic Senate	1986	13 per cent increase in academic appointments over previous year Position of Deputy Vice-Chancellor (Academic and Research) established PhD enrolments trebled Total value of research grants doubled Research Centres increased to six Engineering/Science building completed Work begins on Stage 3 of Library and additions to Union and Indoor Sports Centre Stage 2 of Kooloobong and third residential college, Werona, opened Faculty structure introduced as providing major managerial units First Dean of Students appointed Board of Research and Postgraduate Studies instituted
1974	Merger between WUC and WIE deferred Transition Advisory Committee prepares College for autonomy Buildings and Grounds Committee adopts comprehensive landscape plan resulting in employment of Leon Fuller for 1975		
1975	Establishment of University of Wollongong on January 1 Creation of University Council and Academic Senate Six Divisions grouped into five Faculties: Engineering, Humanities, Mathematics, Science and Social Sciences		
1976	Installation of Chancellor Justice Robert Hope Completion of Union Stage 1, Library Stage 2, Science Stage 2, Social Science Stage 1, Pentagon and Sport and Recreation Centre		
1978	Williams Report outlines new financial strategy for universities		
1980	University acquires International House as off-campus Hall of Residence Opening of Kudu Uni and Social Science Stage 2		
1981	Dr Ken McKinnon appointed Vice-Chancellor Formation of Friends of the University Centre for the Arts founded within Institute of Advanced Education		

1987	<p>Limited-term appointments for academic staff introduced</p> <p>Administration Building, Union Mall, Sports Association Building and Stage 1 of Illawarra Technology Centre completed</p> <p>Six Faculties become Arts, Commerce, Education, Engineering, Mathematical Sciences and Science</p>	<p>Union building extended</p> <p>Work begun on multi-storey carpark</p> <p>Construction begun on Science Building and multi-purpose building for Faculties of Commerce and Law with provision for theatre</p> <p>Completion of 50-metre heated swimming pool</p>
1988	<p>Federal Government White Paper defines major changes in higher-education structures</p> <p>Higher-education charge imposes \$1800 per annum deferred fee on students</p> <p>Applied Research Centre brought under negs of Illawarra Technology Corporation including Unidivice, previous Illawarra technology Centre, Automation and Engineering Applications Centre, National Engineering Information Centre and other semi-commercial activities</p> <p>First Research Report published</p> <p>Completion of Library Stage III</p>	1991
1989	<p>School of Health Sciences and Department of Psychology merged to form Faculty of Health and Behavioural Sciences</p> <p>Graduate Diploma in General Practice for medical practitioners approved for introduction 1990</p> <p>Faculty of Informatics also approved, merging departments of Computer Science, Electrical and Computer Engineering and Mathematics together with Program in Information Technology</p> <p>Faculty of Law and Graduate School of Journalism approved</p> <p>Agreed Code of Practice in Teaching introduced</p> <p>Interactive Science Centre opened at Campus East</p> <p>Three ex-Prime Ministers, the Hon Gough Whitlam, the Rt Hon Michael Somare and the Rt Hon Sir John Gorton honoured by University by award of Honorary Doctorates</p>	<p>Artificial-grass Hockey Centre opened</p> <p>Sports Medicine Clinic opened</p> <p>R&D contract signed between Alcatel STC and Centre for Information Technology Research</p>
1990	<p>New Council, constituted under 1989 University Act, takes office</p> <p>Graduate Faculty introduced</p> <p>Illawarra Technology Corporation reorganised into divisional structure</p> <p>Conservatorium of Music brought within University structure</p> <p>Preparation and approval for Faculty of Law</p> <p>Introduction of BA/BCom degree with Japanese as major study in Arts component</p> <p>Stage 2 of Kooloobong and Stage 2 of Illawarra Technology Centre completed</p>	

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Josie Castle

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